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ABSTRACT

Basically designed as an inservice training activity for vocational education personnel, the conference had three broad objectives: (1) to upgrade the professional personnel, involved in vocational educational programs in North Dakota, (2) to sharpen the focus of the role of vocational education in meeting the needs of people, and (3) to continue to foster a spirit of cooperation among the vocational program areas facing common educational problems. The format of the conference consisted of two components. The first one was devoted to total group participation and the second portion to participation by program area. Summaries of most of the activities and presentations engaged in at the conference are included in the publication. (Author/SN)

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THIRD ANNUAL ALL - SERVICE VOCATIONAL EDUCATION CONFERENCE

"Opening Doors to Careers Through Vocational Education"

AUGUST 20 - 24, 1973

Holiday Inn
and
Bismarck Junior College
Bismarck, North Dakota

CONFERENCE SUMMARY

State Board for Vocational Education
Carrol E. Burchinal, State Director
900 East Boulevard
Bismarck, ND 58501

CE005016

On August 20th of 1973 approximately 465 vocational educators (including instructors, coordinators, teacher educators, local directors, administrators and state staff personnel) assembled at the Holiday Inn in Bismarck for the opening session of the Third Annual All-Service Vocational Education Conference. In addition, there were numerous guests from the Bismarck area, as well as other parts of North Dakota, who attended one or more of the sessions during the conference.

The Third Annual All-Service Vocational Education Conference was designed as an inservice training activity for vocational education personnel that would extend and further stimulate vocational education programs at the local level that would more effectively serve a larger number of students. The conference provided the vehicle whereby all vocational education personnel who participated became more aware of new and changed concepts, ideas, innovations and developments relative to vocational education.

It was hoped that each individual participant would, as a result of participating in the conference, broaden their scope and create a greater awareness and understanding of these concepts, ideas, innovations and developments which could be integrated and incorporated into their own instructional programs. Hopefully, the resultant benefits would be improved programs through greater implementation of these new knowledges and understandings so that there is a more comprehensive approach and a greater sense of direction for their own program and for vocational education in general with the end result being more and better prepared students at all levels. In general, vocational education through well trained personnel can and does effectively open the door to many careers for the vocational students.

The broad objectives of the conference were to (1) upgrade the professional personnel involved in vocational education programs in North Dakota (2) sharpen the focus of the role of vocational education in meeting the needs of people (3) continue to foster a spirit of cooperation among the vocational program areas facing common educational problems.

The format of the conference consisted of two distinct components with the first one devoted to total group participation -- major presentations, panel discussions and small group discussions; during the second portion of the conference the participants met by program area which included vocational agriculture, distributive education, home economics, office education, and trade, technical and health. The program area sessions consisted of presentations, work sessions, business meetings and other activities directed to the particular needs of that group with emphasis throughout on Opening Doors to Careers Through Vocational Education. Those individuals in attendance representing the special needs instructors and vocational guidance personnel attended whatever program area activity that they felt was relative to their specific responsibilities.

At various times throughout the conference such groups as the North Dakota Vocational Association, North Dakota Council of Local Administrators, local vocational directors, and teacher educators held related meetings to discuss relevant matters.

Numerous social activities such as: all-service picnic, banquets, luncheons, and sports events were scheduled and were an important and integral part of the conference providing interaction among the program area personnel in a less formal atmosphere.

In general, this Third Annual All-Service Vocational Education Conference was very well received and attended and termed very successful. This was evidenced by the letters received, discussions with those who attended and the general atmosphere during the conference. The evaluation which was administered at the end of the conference indicated very much the same thing.

On the following pages are summaries of most of the presentations and activities which made up the Third Annual All-Service Vocational Education Conference. The results of the evaluation instruments which were administered at the end of the general sessions and program area sessions, along with a sampling of the additional comments and/or suggestions, are presented on the final pages of this conference summary. It is important to keep in mind that anytime throughout this report where responses of participants from the evaluations and small group discussions are presented it is only a representative sampling of those responses.

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At 1:30 on Monday, August 20th, Mr. Shubel Owen, Agricultural Education Professor at NDSU called the opening session of the Third Annual All-Service Vocational Education Conference to order.

A very thought provoking and inspirational invocation was given by Mr. David Pearce of Bismarck who is the State President of Future Farmers of America.

Welcome and Introductions — Mr. Carrol Burchinal, State Director, State Board for Vocational Education

Thank you, Shubel, for a very kind introduction. As I look at the group, the head table and some of the people out in the audience, I can't help but think of five years ago when I had the pleasure of coming to this state. Of course, LeRoy Swenson asked me to join his team and I did so. One of the first people I met in the state as LeRoy took me around was, then State Representative Arthur Link, and we had a very pleasant visit in his home and Jim Metzger, even before that. Just prior to coming to North Dakota, I worked with him as State Association President in Kansas, and so to look out and I see all these fine people, I can't help but thank everyone for giving me the opportunity for being here today.

As I look back five years, I can see a lot of improvement, a lot of progress in vocational education and we're all proud to be a part of this. I think that our conferences, such as this, where we brought all of our vocational educators together for the sole purpose of developing a team effort concept so we can better provide services for our students, adults and citizens of this state. Again, I'm proud to be a part of this.

Introductions - State staff of the State Board for Vocational Education, Department of Public Instruction staff members in attendance and other guests in attendance at this session.

I do welcome you on behalf of the State Board for Vocational Education. The State Board cannot be with us this afternoon because they are meeting as a board. Hopefully, they will complete their official business by tomorrow and can join us. At least some of them will join us tomorrow afternoon, but they did ask that I give greetings to you from them. And again, welcome to our conference and I hope it will be a profitable activity for you and you enjoy your air conditioned-comfort courtesy of the State Board for Vocational Education, the Holiday Inn and all of you vocational educators. Thank you very much.

* * * * *

Greetings

Arthur A. Link, Governor
State of North Dakota

Thank you Mr. Owen, and in response, you have my support. To our state director, Carrol Burchinal, Ruth Hill, Gene Sayler, our guest speaker, Mr. Metzger, to my hundreds of friends gathered here for this very exciting and interesting conference, from the people of North Dakota, welcome and congratulations.

Carrol mentioned the hazards of referring to individuals and believe me folks, this is something that those of us who have this opportunity are often painfully aware of. There are so many in here that I would like to refer to on a first name basis and yet I know that I would probably overlook someone and inadvertently hazard the chance of offending someone. There are one or two, of course, that have been especially close in my association with vocational education and one is none other than our former director, LeRoy Swenson, who is here, and it's a deep privilege and pleasure to have met you this afternoon, LeRoy. Interesting to most of you to know that LeRoy taught school, the superintendent of the high school in Alexander, and taught some of our own children before he assumed the position of state director and now is at the Regional Office in Denver. And then there is Don Erickson, who is a McKenzie County product, and if you'll pardon a little bit of provincialism. I've known, well my parents and Don's parents, the Erickson's of McKenzie County were friends from as long as I can remember and here Don went his way in vocational education, I went my way in the political arena and often our paths have crossed but our purpose and aims in life have never crossed. They have been one and the same and so we're fortunate in this case to have people like Don, like LeRoy. Well, I must stop or I'll certainly run into this problem. I'm thinking of Jack Gableman and let's just let it go on from there, all of these fine directors in vocational education that I've learned to know.

Now it's been mentioned that I've served as Chairman of the State Advisory Council for Vocational Education and in that capacity I learned to know many of you very very closely. In fact, when I went to serve my term in Congress, I continued, not as chairman of the State Advisory Council for Vocational Education, but to serve as a member on the Council filling one of the Council positions. It might be interesting for you to know that, of course, the council is appointed by the Governor and after my election as Governor, I suddenly realized that I'd better resign to our former Governor or I would find myself resigning from the Council from myself. I got the job done and consequently there are no problems.

It is indeed a pleasure to greet you as participants in this Third Annual All-Service Vocational Education Conference. I'm pleased to see so many persons here today who are involved in the field of vocational education. It's indeed an opportunity to meet many of you and to work with you in this most important field.

Our interests in vocational education, those of my wife and of myself, are even a bit more close to home than they used to be in that two of our children are now in the field of training in a vocational major.

Vocational education has been increasing over the last several years. I share your satisfaction in having worked with you and seeing this important growth in our state. In the last five years in North Dakota, the enrollment of students in vocational education courses has grown from 20,960 in 1968 to 32,603 in 1973. The number of schools offering vocational education courses has increased in the same period from 112 to 130. I commend you for this outstanding growth. I commend the State Board for Vocational Education, I commend the State Director and his excellent staff, I commend the State Advisory Council, I commend the directors and the instructors of the high schools and related programs around the state. You here today are in the forefront of that development.

We cannot rest on our past record, however. A conference such as this is to share new ideas and to provide continual improvement in vocational education services for our students. Your conference theme is "Opening Doors to Careers Through Vocational Education." I think we can even extend that a bit farther, by the work you are doing in education these young people and in fact people of all ages, because there are many supporting courses, night courses, summer courses that are a part of the total vocational education program, you are virtually opening doors of life to all of these people. You are preparing them not only for an occupation but, also, for a life style which in all probability would not have been available to them without your educational assistance. I particularly commend those responsible for bringing together this conference in the broad areas that you are going to address yourselves to in this coming conference. Such areas as vocational agriculture; distributive education; home economics; office education; trade, technical and health education; and vocational guidance; in addition to that, with emphasis on special needs.

If I were to leave one observation with all of you and one of the things that we discovered rather early within the surveys and searching conducted by the State Advisory Council for Vocational Education was the guidance and the recommendation that we give our young people at the high school and even pre-high school level and that while we do not tell a youngster what he should or should not go into, we are truly remiss if we do not expose fully all of the opportunities, all of the educational opportunities in both the vocational and professional fields of our times. And our conclusion was that in the field of vocational education, we have not properly exposed to them the opportuntiies that are available as they search about in quest of their way of life. The work you are doing is vital to our state. On behalf of the people of North Dakota, I wish to commend you on this work and to extend my very best wishes to you for an excellent session. Thank you and good luck.

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"The Best Is Yet To Be"

Mr. James H. Metzger
Chairman of the Board, Fincom, Inc.
Topeka, Kansas

The following is a brief synopsis of the presentation made by Mr. Metzger which highlights some of the points he made to the group. In his presentation, he related many incidents which were generally informative, interesting and entertaining; however, they all had a message to some degree for everyone in attendance.

I've become absolutely convinced, unless we close the Watergate, we're going to drown democracy as we know it today.

Before we bedamn youngsters and get a little disgusted with youngsters today, let's take a hard look at what's happening to young people today.

You are the vocational program and you'll be as strong as the weakest brother and sister in it.

I believe that people in your profession should be accountable, everybody else is, why shouldn't you. I think that the better ones should come to the top and the other ones shouldn't. I think it should be a competitive business, a competitive profession. That's what life is all about.

There is only about three things that we have going for us in the United States that other societies don't have. We have competition. We have right of ownership. We can excell. I happen to believe since you're working with the most important product of this land, that maybe the best people ought to be the standard bearers, it's just that simple.

How many of you really believe in this room that you individually and collectively could do anything that you set your mind to do. It doesn't really make any difference what you're going to accomplish, the purpose is that you can accomplish it and you can do it within the system.

I want to build a railroad. It's called the PROFESSIONAL LINE. It runs from mediocrity to professionalism.

You can't have a railroad without a track. Our track is the United States of America.

I think that when our history is written, about three things are going to come to the fore that make us somewhat different than other societies and I think the first one is going to be free education. Secondly, is going to be communication and thirdly, is going to be transportation.

The first thing you gotta have in a railroad, what you're attempting to do, is move a commodity from point A to point B, or people, transportation of people from point A to point B.

Nothing really happens on the railroad until you have the source of energy in the engine and, by the way, nothing happens in life until you have the source of energy. So the first thing that we ought to put on our professional line is the engine and the ENERGY. This is feeling good both physically and mentally and knowing the importance of it.

We as a people have witnessed more change than any other society, any other creation of life. We have seen more change and you people who are in professional education have been caught at the ground swell of this situation. I happen to believe there is never going to be a more important opening of the school system in the United States of American than this fall. No one can make a greater contribution to our society than you people and your steads across this land of ours today and we've never needed you like we've needed you now.

The next thing you gotta have is DESIRE. If you've got desire, you've got it all. That's the most important word, in my view, in the English language, desire. Commitment -- you've got to get up and you've got to finish because it's those races that you got up and you at least finished that would have made the difference.

There's nothing wrong with being communicated with as we have been by young people in the last three or four years.

Vocational education is probably the greatest stride in education and you're right smack in the middle of it.

I believe the only reason that kids act up today is they don't know what the penalty is if they do, because it kinda depends on who they are, how many of them there were, were they kind of expressing themselves.

If a parent does not support you, there is no way in the world that you're ever going to be successful and the only way that a parent will support you is to know what you're doing through communications.

You gotta be salespeople in vocational education.

Please never forget that every program that you're developing, every program that you're representing today was once a figment of someone's IMAGINATION.

Have FAITH, faith in yourself, but more important, have faith in other people, believe in other people, believe they want to do what is right. There is absolutely nothing that we can do alone, combined as a group here you can have the program in vocational education, you can open doors for thousands and thousands of adults and young people. Individually we can just made a contribution. We've got to all be going the same way.

I think next you've got to have a thing called COURAGE, the courage to do the things that you know are right. The only thing that I think that we have lost at all in our country is that we do not have the courage to do the things that are right.

I think the next thing that you have to have is a thing called CONFIDENCE. And that's really why we're here today. We came here to share ideas. We came here to better fortify ourselves, to become more proficient to serve His children, it's just that simple.

I think next you have to have a SENSE OF OBSERVATION. Are you going to help or are you just going to - - - - -.

Next, such an important thing, really such a virtue, HONESTY. Be honest with the most important person in your life. If I make any challenge to you today, it's simply this, for God's sake don't let anybody graduate under your jurisdication that can't swim, who isn't ready to go. That's what your program is all about, making sure that they're ready to go.

PERSISTENCE

LOYALTY -- belief in the program. Make contributions to it. Do anything that you possibly can to make it better for those who are going to be administering it but have loyalty.

BELIEF -- Belief in God, your God, whatever that may be. I believe that we were created in his likeness, were placed on this earth, to find things as they are and to improve them and to pass them on to those who follow after us. I believe that all the contributions that you're making, regardless of what area that you're working in, may have an affect on still yet an unborn.

Each is given a bag of tools, a shapeless mass and a book of rules and each must build before the day has gone, a stumbling block or a stepping stone.

That's the PROFESSIONAL LINE.

You've got to buy a ticket to get on. You've got to sacrifice, you have to come to meetings like this, you've going to have to work nights, you're going to have to spend extra time with certain youngsters and adults, you're going to be doing a lot of things that you wonder whether or not it was that right contribution. You don't have to buy a whole ticket but the farther you go on that professional line the more beautiful things you're going to see. The only thing I want you to do is to go all the way.

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Mr. LeRoy Swenson, Director, Bureau of Adult & Vocational Technical Education brought special greetings to the conference participants from the staff of the Regional Office in Denver, Colorado.

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"Career Education in North Dakota"

Mr. Harry Weisenberger
Career Education Specialist
State Board for Vocational Education

The following is a brief summary of the presentation made by Mr. Weisenberger concerning the status of career education in North Dakota as of this time. Emphasis was, also, given to the future of career education on what we see as the role of vocational education and where we see career education moving in the years to come.

As we went along these past three years, we found that there was less of a separation in the different areas. As we talked about the secondary level, which most of you are working in, we didn't do a lot of work in the area of vocational education. We saw the first priority being the four required courses that all students are taking and try to identify some of the things that could be done in those four areas that would address itself to the various objectives. We have put together with the involvement of teachers right from the beginning a number of ideas, activities, as we've been calling them, that these teachers can use with their students. We have a long way to go in that but even a longer way to go in documenting the many good things that are happening in the vocational areas. We are moving the priorities a little bit and beginning to work more closely with vocational educators and, hopefully, we can play the role of coordinating these efforts throughout the state.

A lot of the people, as we visit with them, see vocational educators as the leaders in the area of career education.

Maybe with this concept all of the people working with students can be drawn together in a unified effort and with a common goal in mind.

As you're looked to as a leader, it would be your responsibility to be knowledgeable of what career education calls for, what the goal is and be ready to assist teachers in whatever area they are teaching, in making their course work more relative and help students in decision-making and other career development skills.

Just this past summer, we've completed ten workshops throughout the state in which we were involved with higher education institutions. We saw that as one of the first efforts to carry the concept statewide. We learned a lot of things in the Bismarck project. We learned some things that shouldn't be done and many things that were successful and so we had a chance to take this information statewide through people such as yourself that were in attendance.

We also had all of the materials printed up that had been developed by teachers, administrators, counselors, etc. in the past three years and that was printed in such number that every teacher in North Dakota will have access to this material.

This past July 1, we became involved with a project at Devils Lake which is the beginning of a three-year program. We see that project as being more towards the implementation than towards a development as the first project was.

We're continually getting requests for inservice sessions in schools as we've done in the past in conjunction with the Bismarck program. We'll continue to honor these when the extent or time permits.

Just this morning the State Board gave final approval to 26 mini-grants that will be granted to schools from the group that applied and these vary any where from about $900 to $6,000 that can be used by that local school as is stated in the proposal that was submitted.

During the past three years, we've also been involved with the teacher educators. About a year and a half ago, we met with two representatives from each institution of higher learning attempting to do something at this teacher preparation level in the preservice area. This was so that teachers coming out of the schools will have some type of orientation, some knowledge of things that can be done in the classroom in addition to ideas they have in the career development process. The workshops we had this summer were an outgrowth of that.

As your school gets more involved in career education and you see a need for bringing people into your school that have been involved in it, have worked in their classroom, we can assist you in identifying some teachers whether it be in the Bismarck district or someplace else to come in and work with you and your fellow teachers personally.

In the past year we've, also, been involved in offering some extension courses throughout the state.

Career education as we see it is for all kids, and that if they are going to benefit from the concept, it is because you people out there see it as a part of the development of that child, not the only part, but as an important part as the other skills that you are involved in developing.

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On Tuesday morning, August 21st, Mrs. Beverly Witt, Home Economics Instructor at Williston High School called the second session of the vocational education conference to order.

Mr. M. F. Peterson, Superintendent, Department of Public Instruction brought greetings to the conference participants from the staff personnel in the Department of Public Instruction.

Mr. Loren Stadig, Industrial Development Specialist, Department of Business and Industrial Development and a member of the North Dakota Advisory Council for Vocational Education brought greetings to the conference participants on behalf of the North Dakota Advisory Council for Vocational Education.

"Who Really Has Placement Responsibility?"

Mr. Lyle Sorum
Assistant Superintendent
Fargo Public Schools

The following is a summary of the presentation made by Mr. Sorum relative to some thoughts and concerns he has regarding student placement and follow-up.

It really doesn't make any difference what role you play in vocational education when it comes to placement and follow-up. Because each and every one of us must take a piece of the action. I personally feel that in the State of North Dakota and many other states, we have given a great deal of lip service to placement and follow-up and it's now time for action. How much action you must take will depend on a number of factors or conditions. As a basis for my thoughts and concerns related to placement and follow-up of vocational students, I would like to share with you a number of references in quotes, because I feel these references pinpoint the mission that we have as vocational educators when it comes to placement and follow-up.

First of all, from an article entitled "The Bridge Between Man and His Work" from the general report of the Advisory Council on Vocational Education in 1968. It reads as follows: "It is recommended that the definition of vocational education in the act be expanded to include the responsibility of education for initial job placement and follow-up for persons who (a) have completed or about to complete a program of education, (b) require part-time employment to remain in school, (c) need work experience which is an integral part of an educational program. This does not imply that placement should be divorced from the employment service, but it is essential that the placement service be housed in the schools, in close contact with students, teachers, counselors, and administrators. Except in very small schools, this should be a full-time service."

Secondly, from the third report of the National Advisory Council on Vocational Education, dated July 10, 1970 and I quote, " Employment is an integral part of education. Every secondary school should be an employment agency and this practice must become universal."

From "Career Education, A Model for Implementation", published by HEW in 1971, it reads as follows: "An obvious supporting activity which will be needed is the establishment of advisory councils in each of the occupational clusters. These councils should include representatives from management, labor and various government agencies. Steps must also be taken to establish an active and well-staffed placement service which will work constantly to place all youngsters, either in a job or in further education when they exit from the school system. The placement system would also establish and maintain a follow-up system in order to maintain contact with and secure feedback from former students."

And from A Suggested Guide for Postsecondary Vocational and Technical Education from the Center for Vocational and Technical Education dated 1970, and again I quote: "Studen. Placement. The educational institution must accept the responsibility for student placement. Studies of student placement indicate that the training institution is the most effective agent in placing the trained student on the job. More effective than public employment services or the student left to his own devices. A successful placement program is important not only for a smooth transition of students from school to work, but also for the recuitment of new students. Successfully placed graduates can have a significant impact upon the recuitment of future students."

I'll continue from School Shop, November 1972, Vocational Education Accountability, Now by Roger Hasken, and I quote: "If vocational educators do not accept the concept of accountability and implement it in a new and on-going program, private companies will gladly take up the challenge. A course of action. First of all, placement of vocational graduates must become an integral part of the definition of vocational education. Placement centers must be established in every high school in the country to assure that vocational education effectiveness is maintained. This placement center might, also, have responsibility for such tasks as making surveys of employment opportunities in the community, etc., etc. Secondly, vocational educators must become much more concerned about follow-up, both short and long range of their graduates. Such records will be vital in demonstrating program effectiveness. Follow-up studies might also be handled by the placement service."

More closely to home, from the conference summary, the Governor's Conference on Career Education, October 2, 1972. In a presentation made by Dick Crockett. The Communities Role in Career Education, Dick Crockett stated, "We have never asked for educational accountability. The cost of education is so high today that inefficient teaching can no longer be tolerated. Secondly, education needs to develop an information analysis system that will produce a kind of measurable output. Can you tell what education did for the economy in your community? Can you point out the number of high school graduates or college graduates that have gone back into the economy that will pay the taxes that support education?"

From a follow-up report of the Master Plan Committee dated February, 1972, and I'm sure that many of you have had the opportunity to serve on the Master Plan Committee but recommendation number sixty-nine reads: "Schools should be encouraged to become involved in student placement (Job) activities -- there is a weakness of present schools except State School of Science. We have received a grant to employ a person to work exclusively on a placement model as part of the Career Development program."

A recommendation for 1973 in the same report from the Master Plan Committee, the recommendation is relating to evaluation. "North Dakota is moving steadily towards the objective of providing vocational training for all citizens who need it and can benefit from it. Although there is strong evidence of progress, the Council feels that more direction should be given to establish a sound system of evaluating existing programs of vocational education as well as other programs designed to prepare persons for the world of work." RECOMMENDATION "The council recommends the establishment of a comprehensive evaluation plan carried out in 1973 to evaluate vocational programs, state, area and local, on the basis of how adequately are they achieving their aims and objectives." Goal number two of the State Advisory Council and it's kind of interesting to see again what the State Advisory Council was recommending in vocational and career education, but a question came up and I read from their report: "To what extent do educational institutions assure job placement of graduates?" The answer: "Some educational institutions are slow to recognize

their responsibility in job placement and follow-up of graduates. Efforts are being increased at post secondary institutions. A project has been funded with Part C funds that directs itself to the development of a placement and follow-up model. This is being conducted in the Bismarck School District."

The point that I'm trying to make is that our mission is there and it has been pinpointed and the thing that we have to do is to examine the mission and say what are we going to do and how are we going to go about getting the job done. These are only a handful of the references that give us the charge to take affirmative action in placement and follow-up. Hopefully all of us will accept the mission that has to be undertaken.

All of this leads up to the fact that we have to stand up and we must be accountable for what we are doing. Without a doubt the word accountability had to become an integral part of the jargon of educators. Vocational educators can no longer hide behind the word or give lip service to accountability. We must meet this issue head on. You can have all the ingredients necessary to make sound vocational education programs. These ingredients are: facilities, equipment and aides, time students and staff. But I'll assure you, if the ingredients of placement and follow-up are missing, the mission of vocational education is incomplete.

Accountability under the career education concept calls for 100 percent placement at the completion of a secondary program; placement in a job, placement in a nonbaccalaureate program or placement in a baccalaureate program. Accountability for vocational education in post secondary institutions calls for placement in an occupation directly or indirectly related to the specialized training received and in a few cases placement in a baccalaureate program. All this leads up to the question, who has the responsibility for student placement and follow-up? Well let me assure you again that the institution has it, secondary or post secondary.

I think what we have to be concerned with is who should do the job, who should perform the duties, as they relate to student placement and follow-up. Should the teacher be involved, should the teacher coordinator be involved, the department chairman, the counselor, the administrators, or a placement director. The first order of business is that the institution, secondary or post secondary must accept the responsibility for these two vital activities because if these two activites are not undertaken by an institution offering vocational education that institution will continue to shortchange both their students and our society. Who will perform these activities will depend on how the job can best be accomplished in your organization or in your institution.

In secondary and post secondary schools, the number of students and the number of vocational programs will dictate to a degree how placement and follow-up can best be accomplished. It has to be looked at locally. How can the job best be done in your community and in your school? From all indications, the most effective programs, in placement, are those that have a centralized and pinpointed responsibility for placement and follow-up -- a centralized delivery system in your school. Although the activity or the function is centralized, it is of paramount importance that the vocational teacher have some input into the placement and follow-up activities. From all indications, North Dakota enjoys a pretty good track record in the placement of vocational students.

To this point, I have somewhat neglected the matter of follow-up, but placement and follow-up do go hand in hand. Many of you have already been involved in follow-up

studies and activities in your community and are aware of the need for this activity on a continuous basis. Without follow-up, future placement activities could be a waste of time. Follow-up studies will provide the total vocational education team, that being teachers, coordinators, administrators, teacher educators, and state board members, with the direction for the future. Follow-up studies, what is happening to our graduates will give direction to what we should do in the future and we cannot design and develop effective vocational education programs at the secondary and post secondary level if we're not seeing what is happening to the people that have been through the system. I guess I advocate the fact that just because we've had a program in our system for ten years, doesn't mean that the program is doing the job that it should be doing today.

Follow-up studies will give direction to the future allocation of funds, the nature of the instructional program, and changes to take place in teacher education programs and many other aspects of vocational education. I personally feel that we can do a great deal more in student placement and follow-up at the secondary and post secondary level in the State of North Dakota.

The placement and follow-up function are not easy activities to administer. They require continuous attention and they demand that the person in charge with the performance of this function develop a communication system with business and industry on a local, state and regional basis depending on the nature of your programs offered and the availability of employment opportunities. I want to leave one thing with you and that is, take a close look at placement and follow-up and find out what we can do in the State of North Dakota to stand up and be accountable and get the job done that has to be done.

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Following Mr. Lyle Sorum's presentation entitled, "Who Really Has Placement Responsibility?" all participants were randomly assigned to a small group so that there would be representation from all program areas in any one group. The purpose of the small group discussions was to provide an opportunity to share ideas, thoughts, and concerns relative to "The Role of the Vocational Instructor in Student Placement and Follow-up."

In order to stimulate the discussion in the same general direction each group was given the same set of guide questions to discuss. Each group was requested to record "key" points of the discussion.

Following are the questions and sample responses which were generated by the discussion of the groups as it related to that specific question.

QUESTION #1 - How are <u>you</u> involved in student placement?

- Furnish student with materials (related to interest)
- Act in a guidance role; working more closely with counselors
- Place students in something they are interested in; place students in actual job situations
- Keep in touch with employers for available jobs; encourage employers to keep in touch with you
- Field trips to expose students to variety of jobs within community
- Establish good relations with other teachers (find out what they are doing)
- Instructors act basically as reference people when students are seeking a job

- Teachers might have information on various colleges, vocational schools and other institutions
- Check where students placed after graduation
- Work with State Employment Agency
- Invite potential employers into the school to interview students in the spring
- Encourage students through a cooperative program
- Exploring career opportunities and studying own capabilities
- Referral of a student to the coordinator
- Expose them to what is available

Summary statements, suggestions and recommendations:
Many groups reported that very few of them were involved in student placement and in many of those cases the involvement was on a limited basis.

1. The teacher in each discipline should work out an information form, placement form and follow-up record.
2. Must have designated time and person.
3. Felt that teachers should work more cooperatively with the school counselor, but not have the main responsibility of actually placing the student in a job.
4. Should not hand job to student with no effort on the student's part.
5. Person involved in on-the-job training should be involved in student placement after graduation.
6. Small towns have problems of placement.
7. Having instructor involved in placement makes the instructor more accountable for his job.
8. Personnel other than coordinator of program should be responsible for placement and follow-up.
9. Placement should not be entirely centralized and taken away from the instructor or you will have lost the personal contact between the instructor, the student and the employer.
10. Our job is providing skills for and knowledges or awareness of job openings but not the actual placement of students into jobs.
11. Feel need for information in school on the ABC's of how to go about student placement.

QUESTION #2 - How are you presently conducting the follow-up of your graduates?

- Filling out a form to state supervisor in December
- Keep records up to date for sake of new teachers coming into system
- Telephone calls to seniors of previous year
- Direct contact with employers
- Personal contact with students
- Guidance service does follow-up
- Telephone and mailing contacts most prevalent
- Follow-up is done through placement service and alumni association
- School paper is used in some places
- Student project on follow-up
- Follow-up by post cards mailed to graduates
- We send out letters and forms
- We send out questionnaires to students who have graduated
- Principal or counselor keeps track in most schools
- Personal contact with parents
- Filling out required reports on students by individual teachers or administrators
- Check in spring as to where they are going the following year

Summary statements, suggestions and recommendations:

1. Who should follow-up? Individual instructor, coordinated groups, school office, guidance director?
2. Just because student placed in job or college doesn't mean teacher is a success -- may be dissatisfied with job eventually
3. Centralize follow-up for entire student body probably in guidance.
4. Need person for follow-up.
5. No organized follow-up in most schools (statement of one group)
6. Why don't we take more care in doing follow-up work?
7. Prepare for follow-up before students graduate (instruct the students about it)
8. Computerized follow-up would help
9. Teachers should take a more active role in follow-up of student placement by keeping a record of those students in your area for five years.
10. Some followed students for four years but felt they weren't very well established in a career by that time.

QUESTION #3 - What kinds of devices are used in conducting the follow-up?

- Personal contacts with students, parents, employers; interviews
- Student files; card system for each student
- Mail - questionnaires, surveys, letters (form), cards
- State employment service
- State reports
- Telephone contacts - students, parents, employers
- Evaluation sheet with employer
- Counselor's office
- School paper
- Student projects

QUESTION #4 - How frequently are you conducting the follow-up of your graduates and at what time(s) of the year are these follow-ups conducted?

- Six months following graduation - in fall (December) and in spring
- Three and five year follow-ups are difficult
- Should be follow-up "all of the time"
- Definite follow-up each year - the time to conduct follow-up varies with the system, type of placement, personnel and time available
- Some were every six months and others by the years for from one to five years
- Contact made at end of one year
- Mostly only meeting state requirements
- First year follow-up done about mid-year
- Most surveys of students for follow-up conducted in early fall
- Regularly - continuous by teacher
- Follow-up is done the first year only
- Twice per year
- At the end of the year
- Once a year - every October
- Yearly - mostly in the fall

Summary statements, suggestions and recommendations:

1. Use a three or five year follow-up as a club or class project.
2. Send out questionnaire first and third year after graduation.
3. A three-five year follow-up may reveal more about the success of the program.

QUESTION #5 - In what ways are you utilizing the data obtained through the follow-ups that are conducted?

- Could be used for better public relations in community
- Mainly to find out how effective your program is in meeting the needs of the students
- Use student follow-up information for program justification, changes, etc.
- Revising and updating offerings to meet the needs of students and community
- The follow-ups were used as an evaluation and basis for curriculum changes
- When instructors get data and feed back obtained through follow-ups that are conducted, he is better able to update, reorganize and improve vocational courses to meet the needs of future students more adequately
- Most data from follow-up surveys used to evaluate programs
- Program revision
- The information is used to conduct research on first-year teachers
- Use for future job placement openings
- Could be used as an incentive to new student
- No one has made use of them (statement of one group)
- Reevaluate goals of our programs to see if they are teaching the right material

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"Vocational Education Evaluation - State and Local"

Mr. Larry Selland
Assistant State Director
State Board for Vocational Education

The following is a summary of the presentation made by Mr. Selland concerning the evaluation of vocational education.

The first thing that we have to ask ourselves is why do we evaluate? There are two things that I would like to stress -- accountability and relevance.

I'm sure we in education get sick and tired of hearing all of these people keep telling us how we have to become more accountable, we have to become more relevant in our program. Well, I think we do. Let's take this word accountability for a minute, and when we start discussing accountability, right away we start thinking of dollars and some people associate accountability strictly with dollars and I think it's much more than that. Accountable to whom -- accountable to the federal government, accountable to our office, accountable to your local administrator or whom. I think we have to be accountable to all of these, but I think more important we have to be accountable to the students that are in our classes.

Let's keep in mind that we have to become accountable first to the students, and of course, all the things preparing him for the work role or the career goal or the career plan that they hope to put into effect. That's the reason we have the program in the first place, so I think they have to be number one. Let's be accountable to them and, of course, how are we going to measure this accountability. It has to start in your program plan when you set out your objectives. What are you going to seek to do? You're going to seek to get these students from this level to this level, but what I'm saying is you have to get your program stated in some kind of measurable terms so you can measure it. You should have some evidence that, yes, you did indeed take these students from here to here, you provided them with this degree of job entry skill.

The word relevant. I think we in vocational education have some room for making our courses of study more relevant also, and relevant so that it meets the needs of the people who are going to buy our product. I think we have to start looking at us as a business and what'we're turning out is products, our students are our products. How are we really going to be satisified with ourself if we don't get out and follow-up our product.

It isn't that easy to compare education and business directly, because we are working with the individuals, and each one of them has to be treated as that. We've got to have our programs relevant to the needs of business and industry and I think the only way we're going to find out if they're relevant and meeting our needs is through our advisory councils and through this follow-up.

Some quotes from the book entitled Work in America. This is a task force report commissioned by the Secretary of Health, Education and Welfare, Elliot Richardson. They make some general conclusions about education. "1. The market value of education has driven out it's other values. One consequence of this has been to require needlessly, ever higher credentials for the same work. 2. Jobs have failed to change in step with increased educational attainment. 3. Vocational Education in the high schools has failed to give students useful skills or place them in satisfying jobs. 4. We've largely neglected the educational needs of older workers. 5. The schools themselves are a workplace, influenced by and influencing other work places as such the schools would benefit from a redesign of their work. 6. The high schools have not yet discovered a proper role for themselves to play in career education." Those are six general conclusions that the task force has made.

The objective of vocational education has been to provide high school graduates with marketable job skills. But in an extensive study of vocational education, it was found that many students, at all school levels, were able to enjoy higher wages by moving out of their field of training as they entered the labor market. The relationship of the job to the field of training appears to have no significance in influencing the level of employment, wages, and earnings following graduation." Another study, "recommending a reduced role of vocational curricula in the high school, found high school vocational education inattentive to the unskilled nature of entry jobs, the competing sources of labor, and the desire of employers to do their own training when it is needed. Furthermore, it was not clear whether or not vocational training at the high school level pays off in higher wages."

"It is sometimes argued that high school graduates with vocational training experience fewer and briefer spells of unemployment than those with only a regular high school education. But a national survey found that vocational graduates did not have better unemployment records than academic graduates. Among all vocational graduates, those from high school had higher unemployment rates than those taking the post secondary vocational courses. From the evaluations of vocational education, then, it appears that a very extensive form of education - costing perhaps 50-75 percent more than other high school curricula - has a very low utility."

My question to you would be, can they say this of your program? A good evaluation will help us determine whether or not this can be said for our programs.

I would like to stress a couple of things in evaluation and first I'll talk about the local level and then at the state level. We know that at the local level it's a continuous evaluation on your part. We require in our program application that you make a statement on how you're going to evalute the program. So again, you

have to start out with a plan that's going to say that you're going to go from here to here and then at the end of the year, we measure it and see.

Utilize the instrument titled North Dakota Vocational Education Assessment System. It gives some direction, calls some attention to some things to look for, philosophy and objectives, curriculum, instructional staff, administration, physical facilities and equipment, instructional materials, guidance, community involvement, student organizations, advisory committees, students with special needs, occupational experience. It is a self assessment along with allowance for an assessment by an outside evaluator. It would then allow you to compare the two evaluations. I think the instrument gives some good direction. Please understand, that this in itself is not a complete evaluation. This does not include a follow-up instrument for following-up your graduates and that type of thing. But it does get at some pretty good things right within your program.

I would like to stress the state level initiated activities. One of the on-going things that we have is our supervisory visits. Supervision to me, means simply anything that our supervisors can do to help you improve your program. And really that's the purpose of evaluation is to help us improve ourselves. We hope that through our supervisory visits and the subsequent reports, that you will use this as some feedback and some means to improve your program. Another thing that we're going to do more this year is team visitations. The other thing is, of course, through the state advisory council and the work that they are doing. This last year they cooperated with the state board and hired a consulting service to come in and do a statewide evaluation of vocational education. Some of the weaknesses that they, this evaluation team, came up with and will be in the final report are: at the secondary level - 1. Student selection is not based on procedure that insures that students want, need or can profit from this instruction. 2. Youth activities - it varies from excellent to nonexistent. 3. Advisory committees - too many advisory committees were found to exist in name only. 4. Need more block time for instruction. 5. A lack of vocational guidance 6. Follow-up - with few exceptions, follow-up was at best done in a haphazard and meaningless manner. 7. Cooperative training - a suggestion that we're really probably not using that technique of teaching to its fullest. 8. Secondary schools did not seem to be exerting all the leadership they could in adult vocational education. At the post secondary level - 1. Could do more for out of school youth and adults. 2. Facilities in some cases need to be expanded. 3. More females need to be enrolled in our programs. 4. Advisory committees need to be improved. 5. We need more programs in various areas. At the adult level - 1. The number of programs. 2. Enrollments are not compatible with the state needs. 3. Failure to involve women in our adult programs. 4. Local schools are either indifferent or unsympathetic to the occupational training needs of the adult community. If there are things that need improvement, then we hope we can help you improve them; and this is the purpose of evaluation, trying to improve our programs.

As we started out, the main point is it's going to improve the lot of the students that we're trying to serve; because after all, that's the only reason you're out there, it's the only reason we have a state office, it's the only reason they have schools, because of the students out there and the needs of that student, the individual student.

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"What Makes a Program Vocational?" &
"Adult Vocational Education"

Mr. Reuben Guenthner
Assistant State Director
State Board for Vocational Education

The following is a summary of the presentation made by Mr. Guenthner in which he

addresses himself to both topics: What Makes a Program Vocational? and Adult Vocational Education.

Before we can determine when an educational offering becomes vocational, we're going to have to define vocational education. I would like to simply think that when an educational offering becomes vocational is when it is conducted by a school designed for individuals for gainful employment in a specific occupation. The U. S. Office of Education definition also includes some reference made to the fact that vocational education is designed for any program which normally requires less than a baccalaureate degree.

We need to clarify our position in as far as what is a program offering. I would like to think that in vocational education, we have a sequence of activities which may begin in junior high and go all the way through grade twelve. A real concern by the State Board for Vocational Education is that when we plan a vocational offering that we provide a program offering not a class in office practice or a class in auto mechanics. I think that this is vocational education. I think we have to go beyond that so that the activities, our program outline, will relate activities throughout this student's matriculation while he is in high school and, of course, it becomes more intensified at the post secondary level. Because at the post secondary level these students have probably made a decision. Our function at the secondary level varies because it is not only skill development. These students still must have an opportunity for the decision-making process and certainly our vocational programs can be used for just that.

I would like to think that there are several key issues and features of identifying a vocational program. One of the key issues here is that a program is vocational when it is taught and learned in it's relation and application to the actual work of a specific occupation. Our evaluation procedures certainly should relate to those activities so that we truly are providing the comprehensive vocational education offering and not a vocational class.

Secondly, this program certainly should be of more value to one who will pursue or is pursuing a specific occupation than to anyone else. I think this program is important to that individual who is seeking a specific trade or is interested in exploring a cluster of occupations. It is not a place for students who cannot compete or cannot succeed in any other program. It is a program designed specifically for a student who is interested in that occupation.

It is so timed that the learner needs it and will apply it to useful and productive work in a specific occupation at the time it is learned. This is why most of our vocational programs at the secondary level are so designed, so that their experiences in this vocational offering will come close to the end of his formal education. If this is the decision for that student to complete his formal education in grade twelve, that this student has, at that point, a salable skill.

The necessary skills and knowledges of the specific occupation are being taught and learned in their practical and proper relations. This is why in our state plan, we rely very heavily on work experience of our vocational educators. I feel that we must keep in touch with business and industry, with the people, who are going to hire our product if we are truly going to be offering a vocational program. When does an educational offering become vocational? In summary, I think it would be vocational if it is related to the job or occupational experience as opposed to straight theory courses although it may include theory; it is designed for a

particular group and directed to their needs, it is effective and productive to the learner and above all, it provides training that ultimately can result in gainful employment.

My second topic deals with a very important aspect, a very important responsibility that we have as vocational educators and that is adult vocational education. We have a tri-responsibility in the area of secondary, post secondary and adult. We too often associate ourselves with only one level. I think that we need to, all of us, consider that we are vocational educators to meet the community needs and these needs may be in the form of a secondary program and adult or maybe post secondary and adult.

This past year we had a reduction in our adult enrollment. In many instances the reason why we did not have more adult vocational education programs is because your schedule just does not allow you sufficient time to plan adequate adult offerings, which is unfortunate. And yet I don't think we can negate our responsibility just because our schedule does not allow this.

I think there are other avenues to pursue. Certainly we can look at outside people who can conduct our adult programs through our leadership and through our direction as vocational teachers.

Our adult programs are designed to retrain people or upgrade people in their existing jobs. We have not done a satisfactory job. The potential is there in our communities.

What can we do? Certainly as vocational educators and as people in our communities who are concerned about all aspects of education, we can be in a position where we can identify the various training needs and jobs opportunities in our local communities. We certainly must work much closer with business organizations, with the employment service, with welfare and other agencies and local manpower planning boards. Let's become active. Let's become involved with these people. Let's seek them out so they can provide some assistance to us in identifying some void areas where people are in need of training.

We need to rely more heavily on our local advisory committees. Let's get them involved in identifying job opportunities and employment and training needs in our community. We have a responsibility to our local board of education to report to them or through the administration regarding our responsibilities as vocational educators in this very important part of instruction. The adult programs certainly can serve as a very effective public relations tool in bringing the community, the taxpayers, the people who in part pay your salary, back into the schools to benefit from the program that certainly you people are well qualified to provide for them.

What can we do at the state level? Certainly our interest through the State Board for Vocational Education will be in the form of providing direction and in assisting you in developing and identifying the various occupational opportunities that may be of interest to you. How about providing some seminars for the various business communities in our state. There are many ways in which we can upgrade our business sectors. Teachers should certainly be in a position where we don't necessarily have to teach a seminar or conduct a seminar but certainly we can provide the leadership in getting the people in who are specialists and bringing these people together for perhaps for one evening. So let's have a vision beyond what we traditionally see

in adult vocational education. There are many things that we can do in adult education to promote this.

I would like to think that the success of our adult thrust will have to be dependent on you and that I believe that we're on the right team and we've got the right people out there. I would hope that this coming year we're going to hear a great deal more from you. Your adult programs should be sold to a community on a basis of it being self supporting.

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On Tuesday afternoon, August 21st, Mr. Jack Gableman, Vocational Director, Grand Forks Public Schools called the third session of the vocational education conference to order.

Mr. Sam Kessler, former Chairman, State Board for Vocational Education brought greetings to the conference participants on behalf of the members of the State Board for Vocational Education.

At this point in the conference, the participants had the privilege of hearing some relevant and informative comments concerning vocational education and vocational education programs, their growth and their importance to the people of the State of North Dakota and to the State of North Dakota from Congressman Mark Andrews.

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"Relevant Utilization of Advisory Committees" Panel Discussion

The following are a few brief excerpts from the presentations made by the panel members regarding the Relevant Utilization of Advisory Committees as it relates to their particular role in an advisory committee.

Mr. Chet Perry, Member
Local Advisory Committee

When I went to college the vocational education department was at the bottom of the pile. Vocational education was something you didn't go home and brag too much about. The school at that particular time was keyed primarily for college. Vocations no longer are tied to a horses tail. Distributive education is going to become so complex that a fellow with an eighth grade education hasn't got a chance. This whole thing is changing so fast that we in vocational education had better get on our whip and really do something about it.

The point that I'm trying to put across is that the advisory board for home economics, or for DECA or for vocational education has got a great chore to do. Now sometimes I think you belittle us a little bit. I've been on the Salvation Army advisory board for a long time and I finally woke up the other day that our big job was to pick up the deficit; now your advisory board is something different, we have got to sell this bill of goods to the public.

The artisan is no longer the bottom of the heap. One of the things we do and we do very wrong is that we think we should have more people in our classes and that we should coddle them a little bit and console them and tell them how glad we are to have them and then let them turn in their papers late and let them come to school late and this I think is an absolute positive error.

Now I do not think that we can tolerate this any longer. I do not think it is fair to him to send a person out into the distributive business world with the idea he can get by in a sort of lackadaisical manner.

I think that you should have the most disciplined school in the whole doggone educational system; because I think we have the toughest one to teach. We've got to sell the public on the idea that artisan is no longer the one who you say "well my son-in-law is an artisan." You know we've got to sell them on the idea that he is the backbone of our national society.

What I'm trying to say is that I admonish you, please put your emphasis on discipline and on demanding and sell that course with a bit of pride that backs it up so that the kids will come to school knowing what he's doing and why he's there. So I feel that we of the advisory board have got to ride your backs with the idea demanding that you put out a well-disciplined course and you've got to ride our backs and get us to sell it.

Mrs. Arlene Walz
Vocational Instructor

I'm going to talk with you about the functions of my advisory committee -- what we actually do.

First of all, I consider my advisory committee my public relations representative
They help to sell my program.
They make suggestions for new training stations.
They tell their peers about the program.
They have arranged speaking engagements for me at some of their clubs so that I can tell about our program.
They help provide resource people for our related class, in some cases they do the speaking themselves.
Sometimes they see a need.
Through their suggestions and experiences, we bring about change in curriculum and course content.
We discuss the kinds of training that they are looking for in the people they are hiring.
We discuss problems that the employer and the supervisor's have with their employees.
We discuss the kind of machines they are using and what kind of training they want our students to have in order to operate them.
We talk about human relations problems
They help set up guidelines for our core program.
We discuss dress, attendance, salary.
Three years ago I did a three-year study follow-up study and the results were studied by the committee. This helped us in developing our curriculum and it, also, helped us to see some of the areas of need.
I feel that my advisory committee is an advisory committee in the true sense of the word.
My help from them is not only at the meetings we hold, but on an individual basis. I feel that they are very, very important for the success of the program.
I think it brings the community and the school together in a way that will benefit both of us and we get to work together; because you feel that you have some backing in the program and they're behind you all the way.

Mr. Everette Mattson, Member
North Dakota State Advisory Council
for Vocational Education

As a member of the state advisory council, we travel around quite a bit in order to evaluate so that we can compare to see that in North Dakota are we doing the same or better than other states. I will give you only the bare facts to show whether the state advisory council is relevant to vocational education. In order to help you have a better understanding of the utilization of the advisory council, let me briefly go over the tables of organization for education in the State of North Dakota. The governor appoints the State Board for Higher Education and the State Board for Public School Education, one member per each judicial district in North Dakota. These appointments are subject to the state Senate confirmation. The State Board of Public School Education has been designated by the state Legislature as the State Board for Vocational Education and automatically became the administrative body to handle federal vocational education funds.

In part, the federal law states that any state which applies for federal vocational education funds must appoint an advisory council. Governor Guy appointed the first advisory council on May 15, 1969.

Our objectives are three -- to promote the image of vocational education; to encourage a strong education, labor, employer cooperation in regard to vocational education; and to stress the importance of responsive vocational education programs for all interested citizens of North Dakota. Our functions are four -- to advise on the development of the state plan for vocational education and on matters of policy of the state plan; to consult with employers, educators, students, citizens, agencies and organizations on preparation, conduct and evaluation of vocational education; to evaluate; and to report to the State Board for Vocational Education, the United States Commissioner of Education and the National Advisory Council for Vocational Education annually on the effectiveness of the programs, services and activities in the state.

Our organization is such that the whole council meets at least four times a year. We, also, have the executive committee made up of the chairman, vice chairman and one member at large that conducts any urgent business between regular meetings. Three standing committees function throughout the year and any other ad hoc committees that we find necessary to appoint. The executive secretary is appointed by the council and presently this person is Mr. Winston Dolve of Fargo.

The state advisory council is made up of 21 members appointed by the governor and subject to confirmation by the federal officials from legal requirements of thirteen different categories. I give you this information to show how relevant the advisory council is and can be. (Ia.) Persons familiar with the vocational needs and the problems of management and labor in the State. Mr. Gordon Irwin, Fargo (management); Mr. John Gefroh, Minot (labor) (Ib.) Persons representing state industrial and economic development agencies. Mr. Loren Stadig, Bismarck (II.) Persons representative of community and junior colleges and other higher education institutions which provide for vocational or technical education and training. Dr. John Rowe, Grand Forks (IIIa.) Persons familiar with the administration of state and local vocational education programs. Mr. James Horton, Wahpeton, vice-chairman; Mr. Leon Olson, Williston (IIIb.) Persons having special knowledge or qualifications with respect to vocational education and who is not involved in the administration of state or local vocational education programs. Senator Lee Christenson, Kenmare (IV.) Persons familiar with programs of technical and vocational education and especially in comprehensive secondary schools. Dr. Marlowe Johnson, Minot; Mr. Frank Fischer, Jamestown

(V.) Persons representing local educational agencies, both large and small. Mrs. Ray Miller, Fargo, chairman; Mr. Gene Davison, Haynes (VIa.) Persons from the comprehensive area manpower planning system. Mr. Ralph Lange, Bismarck (VIb.) Persons representative of manpower and vocational education agencies in the state. Mr. Martin Gronvold, Bismarck; Mr. George DeSautel, Fargo (VII.) Persons representing school systems with large numbers of academically, socially, economically, and culturally disadvantaged students. Mr. Robert Cartwright, Bismarck (VIII.) Persons with knowledge or experience of the vocational needs of physically or mentally handicapped students. Miss Janet Smaltz, Bismarck; Mr. James Fine, Bismarck (IX.) Persons representative of the general public of whom at least one shall have knowledge of the poor and disadvantaged. Mr. Michael Rainhofsky, Bismarck; Miss Elsie Olson, Minot; Mr. Treadwell Haugen, Wyndmere; Mr. Everette Mattson, Casselton. Brief observations taken from the preliminary vocational education evaluation report as it pertains to you and your local advisory committees. The consultants say this: Advisory committees are required as a condition of state support, and we recommend continuation of this provision. Too many local advisory committees exist in name only and the local vocational programs suffer accordingly. The local committees are poorly organized and lack instructions as to their true purpose. They do not have an agenda nor are the terms of office staggered for greater effectiveness. One of the best means for assuring program improvement and effectiveness is being seriously neglected by the failure to fully involve the public through active lay advisory committees.

The consultants recommend that: The state office prepare and dessiminate guidelines and minimum conditions for advisory committees. To include (a) number of members (b) method of designation (c) term of membership (d) organization (e) functions (f) accountability (g) planned agenda (h) frequency of meetings (i) minutes and dispositions (j) bylaws. The above recommendations apply to secondary, post secondary and adult programs of vocational education.

The concluding statement by the consultants notes the excellent working relationship between the State Board for Vocational Education and the State Advisory Council and notes the high percentage of implementation of the recommendations of the State Advisory Council in their annual report.

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Following the panel discussion on "Relevant Utilization of Advisory Committees", all participants were again assigned to small (different) groups at random. The purpose of these small group discussions was to provide an opportunity to share ideas, thoughts and concerns relative to "Relevant Utilization of Advisory Committees."

The groups were again given a set of guide questions and requested to record "key" points of the discussion.

Following are the questions and sample responses which were generated by the discussion of the groups as it related to that specific question.

QUESTION #1 - In what ways have you utilized your advisory committee?

- To suggest and help get resource people; as resource people
- Advise as to subject matter and department needs
- Excellent public relations
- Help compile a newsletter for community and parents
- To listen for feedback from community

- To help with state reports
- Aid in adult education programs; help in finding instructors
- Curriculum development - what is needed out in the field
- Helpful in finding jobs for occupational program graduates and trainees
- Help in keeping school board informed
- Program planning (new and operational)
- Problem solving; act as a sounding board
- Letters to legislatures
- Help organize field trips
- Evaluate curriculum
- Promote scholarships
- Help with equipment needs
- Recommendations for high school course offerings by lay people
- Serve as a liaison between the public and the school
- Help in selling the program
- Ideas for fund raising

Summary statements, suggestions and recommendations.

1. Use early in the year - don't wait.
2. Suggestion was made to have people outside community on advisory committees.
3. Former students on committee are helpful.
4. Set up goals for your committee.
5. Recommend that each vocational area have their own committee.

QUESTION #2 - What benefits has your program derived from using an advisory committee?

- Especially curriculum helps and public relations
- Helped teacher get needed equipment
- Help teacher keep relevant
- Help keep the community informed
- Adults are more aware of vocational education
- Curriculum innovations and ideas; curriculum planning and development
- Help with resource people; as resource people
- Getting courses set up; courses added to curriculum
- Adult education program is more relevant
- Publicity for program
- Legislation that affects vocational education
- More participation in adult education classes
- Help get administration to see needs
- Feedback from community
- Bridge the gap between education and field of work
- Moral support
- Community awareness of vocational education

QUESTION #3 - Membership (a) number of members (b) how are they selected? (c) length of term (d) other

(a) number of members
- 3-11 (7-9 especially good number)
- 3-10
- 5-9
- 5-7
- 3-6; average of 5

- 4-10
- 6
- 4-7; larger number of members (better representation)
- 3-12
- 5
- no more than 7, no fewer than 3
- 3-8

(b) how are they selected?
- Perhaps the first year for a committee, teacher and administrator could choose
- Members selected because of interest; new members selected by former council
- Superintendent and teacher selected people from various places and backgrounds
- Members have been (a) appointed (b) applications have been used
- Hand picked; chairman; superintendent or principal
- Asked by teacher; school board selects
- Signing up people according to interest; previous members help select new members
- Teachers choose members; some school boards approve selections
- Names suggested from present committee; confer with other teachers, administration
- Appointed by teacher
- Instructor selected people with various backgrounds who would benefit the program the most
- Outgoing members gave choices

Summary statements, suggestions and recommendations:

1. Have student representation - one who has been out on the job a year as well as a present high school student, if possible
2. Class sometimes invited to attend advisory committee meetings and have opportunity to visit with advisory committee members
3. Don't ask too many
4. Superintendent should be on committee
5. Membership should include both male and female even in home economics
6. Have board member(s) on council
7. Have administration send letter of appointment
8. Do not include many administrators or teachers; keep it lay people
9. Committee members should be selected according to geographical area and occupational field
10. Publicize membership
11. Membership could include parents of students presently in program

(c) length of term
- Three years and rotate
- Term - three years, two years, indefinite (draw for term)
- Length of terms have been 1, 2, and 3 years
- Council members (or new council) drew lots as to whether they would be 1 year, 2 year, or three year members. Then new members are appointed for 2 years; so there are always experienced members on the committee.
- Three years and staggered
- 1-3 years, some have rotating system
- Staggered 2 year
- One year
- Two to three year terms
- Members serve 1 to 3 years; most served 2 years with one-half turnover each year
- Alternate appointments of members

Summary statements, suggestions and recommendations:

1. Members can't replace themselves
2. With a rotating system you get new members each year - new ideas
3. Set up new committee with 1, 2, 3 year terms so two go off every year
4. No more than ¼ new membership is advised
5. Teacher - role as executive secretary

(d) other
- Meet during noon hour
- All vocational areas in school may meet together
- Must be well organized
- Constitution and bylaws - include duties
- Make sure all members are active
- They are not policy makers
- Chairman selected by the group, he calls the meetings (teacher is the one that wants the information so he has agenda ready)

QUESTION #4 - Meetings (a) Are they regularly scheduled? When and how often? (b) Are they provided with an agenda prior to the meeting? (C) Who is informed and in what ways are they informed of the recommendations made by the advisory committee? (d) Other

(a) Are they regularly scheduled? When and how often?
- Number of meetings - 2-3 times per year
- Five regularly scheduled meetings
- Call when needed
- Each month
- Informal meetings
- 4-5 times a year; noon hour, Saturday lunch, breakfast meeting
- Meet twice a year to five times a year
- Minimum of two meetings a year; provision for "emergency" meetings
- Varied from two times a month to once a year
- When you first start meetings will be more often, then you can taper off
- Depends on service area - once a month
- Whenever convenient for most members
- Consider date from which all may participate
- At least two; fall and spring
- Yes; evening; three times a year
- No regular meeting date; however, there will be a fall, winter and spring meeting; must set meeting time to satisfaction of most committee members
- Meet every other month
- Meet two times per year; fall and beginning of second semester
- 3-6 times a year; when necessary; should be specific time schedule
- Have a meeting only when you have a need - don't schedule a meeting for meetings sake; once a quarter; what's most convenience for your committee

Summary statements, suggestions and recommendations:

1. Suggested that we have meetings when something needs to be decided- don't have just social meetings
2. Have it set up in the bylaws
3. Suggest budgeting two meals for your committee - show appreciation for their efforts

(b) Are they provided with an agenda prior to the meeting?
- May be sent out early in form of letter (suggested by committee)
- Some provide an agenda
- Yes, then they have time to consider
- Only one school indicated the committee was informed ahead of time
- Advisory committee should be sent an agenda in advance of meetings
- President brings agenda or makes it up
- No, generally informal
- Always
- Yes
- No
- They should be
- Yes, a must
- Agenda written by teacher, presented to superintendent and given to president

(c) Who is informed and in what ways are they informed of the recommendations made by the advisory committee?
- Go through vocational director with all recommendations
- Some smaller programs, the superintendent attends all meetings and teacher can take action immediately
- School board and administration informed immediately - letter
- Administration - superintendent or principal
- School board and administration informed by: calls, letters, minutes
- Administrator is given minutes of meeting and recommendations
- Some minutes could be publicized
- Minutes sent to state and each member
- State Board
- Minutes are distributed to committee members, school board, and employers of former students
- Invite school board member to sit in on meeting
- Invite state staff as ex-officio members of committee

(d) Other
- Prepare newspaper articles
- Meet in a variety of places
- Recognize committee at banquet
- Mail committee publications of progress of vocational programs
- Publicity for advisory group would be good
- Teacher could speak to her committee's service clubs

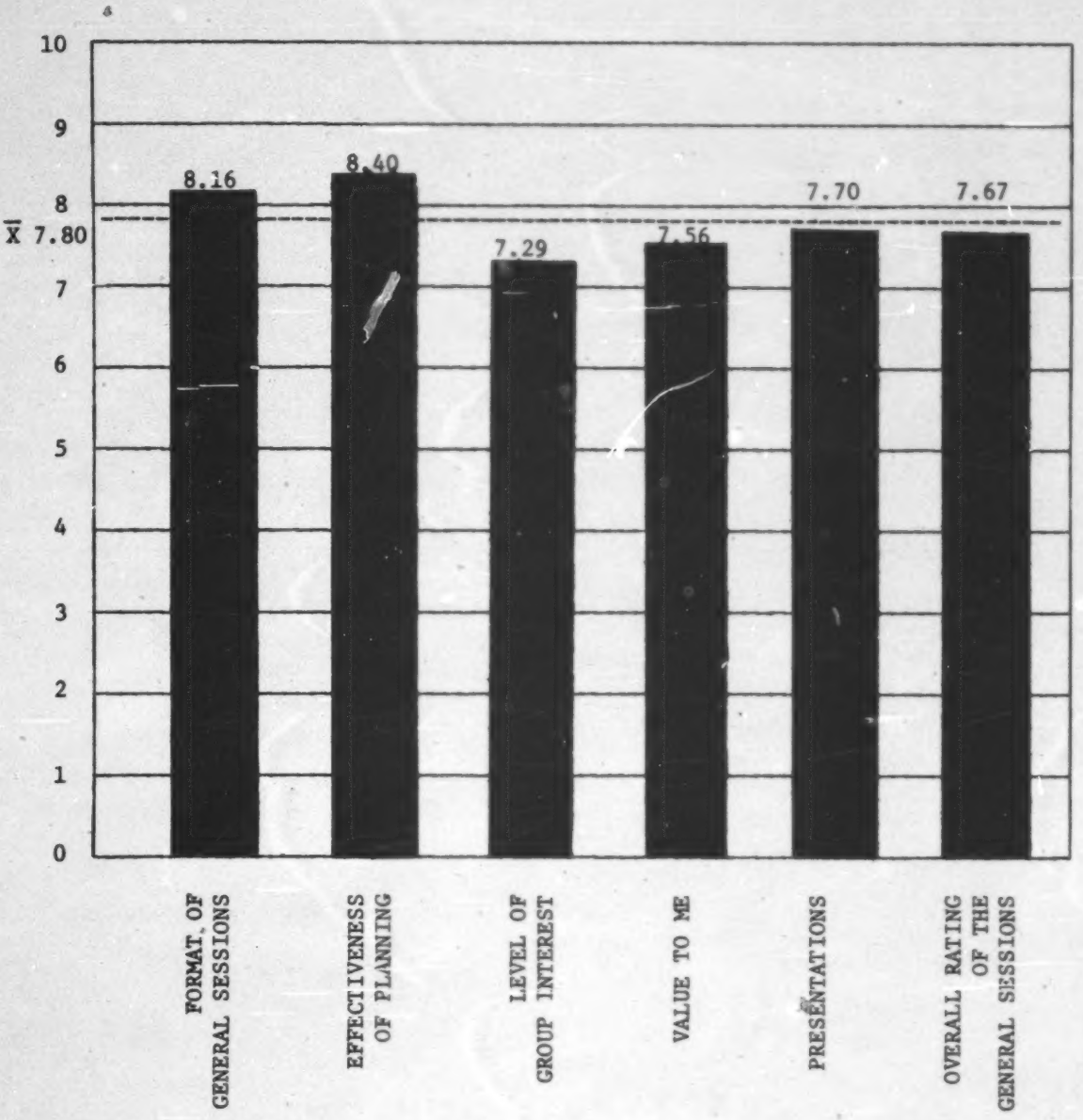
* * * * *

General Sessions Evaluation

The chart on the following page shows the results of the evaluation made by the 272 participants, who returned evaluation forms, on various aspects of the general sessions. The results which were obtained on a 10-point scale ranging from a +5(high) to a -5(low) are as follows: Format of General Sessions - 8.16; Effectiveness of Planning - 8.40; Level of Group Interest - 7.29; Value to Me - 7.56; Presentation - 7.70; Overall Rating of General Sessions - 7.67. The mean determined for all categories was 7.80.

RESULTS OF THE GENERAL SESSIONS EVALUATION
(Administered at the end of the general sessions)

** Based on 272 returned evaluation forms and charted on a 10 point scale



The following are some additional statistics concerning the general sessions evaluation which may make the graph on the preceding page somewhat more meaningful. These figures and percentages are based on the 272 evaluations which were returned. Also, the scale which was used ran from a +5 (high) to -5 (low).

Format of General Sessions

201 participants or 73.9% rated the Format of General Sessions a +3 or higher
65 participants or 23.9% rated the Format of General Sessions between a +2 and-2
6 participants or 2.2% rated the Format of General Sessions a -3 or lower

Effectiveness of Planning

220 participants or 81.5% rated the Effectiveness of Planning a +3 or higher
48 participants or 17.8% rated the Effectiveness of Planning between a +2 and -2
2 participants or .7% rated the Effectiveness of Planning a -3 or lower

Level of Group Interest

144 participants or 53.5% rated the Level of Group Interest a +3 or higher
114 participants or 42.4% rated the Level of Group Interest between a +2 and -2
11 participants or 4.1% rated the Level of Group Interest a -3 or lower

Value to Me

165 participants or 60.9% rated the Value to Me a +3 or higher
94 participants or 34.7% rated the Value to Me between a +2 and -2
12 participants or 4.4% rated the Value to Me a -3 or lower

Presentations

169 participants or 62.8% rated the Presentations a +3 or higher
94 participants or 35.0% rated the Presentations between a +2 and -2
6 participants or 2.2% rated the Presentations a -3 or lower

Overall Rating of General Sessions

172 participants or 63.7% rated the Overall Rating of the General Sessions a +3 or higher
90 participants or 33.3% rated the Overall Rating of the General Sessions between a +2 and -2
8 participants or 3.0% rated the Overall Rating of the General Sessions a -3 or lower

* * * * *

The following are representative samplings of comments made under the other comments and/or suggestions section of the General Sessions Evaluation Form.

- Let's drop to two general sessions or one in order to work in our disciplines which can be more beneficial
- Improved over last year
- More small group discussions - different topics which relate to different groups of vocational educators
- I think there could be more material presented that would relate directly to helping in the classroom.
- Excellent
- Do away with small group sessions
- Speaker at opening session was outstanding!

- Too much talking in generalities
- I think the sessions this year were far better than the last two years.
- Need more interest
- Would appreciate some method of hearing about the various vocational programs around the state and who to contact for information.
- Keynote speaker was inappropriate.
- I would like to see or hear more speakers relating what is being done in schools or programs.
- Good show!
- Mr. Metzger is a very interesting and good speaker
- I liked the idea of staying on schedule
- This was one of the best Vocational Education Conferences
- Very effective speaker to kick off the general sessions. He created interest much better than last year.
- Small group discussions on student placement bombed out. Irrelevant to too many, so no one had much to discuss.
- I liked having the vocational education meetings in one grouping and the home economics meetings in another group.
- The specialized sessions answer more of my specific questions and meet my needs more
- I believe we've neglected two areas (1) the students (2) the business people. I honestly believe we should listen to business people - as to what they want as far as training students for various jobs. Also, what are the students wants? or at least what they say they want - or think they want.
- Would like more relevant and helpful presentations
- Enjoyed the air conditioned meeting rooms.
- I enjoyed the relaxed, informal manner of those people presiding.
- Too much repetition in speakers
- Was much better organized than last year
- Too much detailed talk on programs, statistics, report forms, etc. and legislation
- Sessions on student placement and follow-up good idea but not applicable to very many. Should present more information on it before making a discussion on it.
- Have one day of general between two departmental days for more variations.
- Generally well planned
- This joint conference is great! Don't ever go back to the individual conferences
- Nice having all meetings in one area
- Facilities most comfortable
- Too much of the same old thing - we seem to cover the same material every year for the last six years
- The conference on the whole is worthwhile to me and I look forward to exchange of ideas with people in all service areas.
- Panel on advisory committee very disappointing - lacked practical suggestions
- Student placement and follow-up did not lend itself well to group discussions
- The explanation of state forms was helpful to me
- I felt the general sessions was very interesting and gave me much helpful information and ideas
- Good way to inspire teachers for the coming school year. I found it especially valuable since I am teaching for my first year.
- Small group discussions - grouped by program areas
- All in all, very informative conference
- I've been to a number of conferences in the academic field, but never have I heard such a concentration of sincere, altruistic need to evaluate ourselves as teachers as I have in this vocational conference. I like the high level of student concern.
- Involve some business and industry people into program in small groups and general sessions

- Mr. Metzger was especially inspirational
- Not enough time spent on relevant issues such as funding, forms, etc.

In summary, the following things seemed to emerge from the comments made on the evaluation. These are summarized because they were mentioned quite regularly on the responses that were made.

1. The keynote speaker, Mr. Jim Metzger, was very well received. It was pointed out numerous times that he was most interesting and informative, as well as inspirational.
2. Many participants felt that there should be more small group discussions relative to a greater variety of topics.
3. There were quite a number of comments regarding less general sessions and more time devoted to the program area sessions.
4. The suggestion that the conference be held earlier was mentioned quite regularly
5. The fact that all, or at least most, of the meetings were held at a central location was a comment made numerous times. (convenience and comfort)
6. The scheduling of the general sessions the first two days and the program area sessions the last two days was generally well accepted.
7. More involvement by individuals from business and industry was a comment that occurred quite often
8. There were some negative comments on the small group discussion about student placement and follow-up as a result of many participants not being directly involved with student placement and follow-up.

As a part of the evaluation, the participants were requested to react to two activities - Vocational Education on the Air and Audio Visual Materials - of the State Board for Vocational Education for the purpose of assisting us in the evaluation of them. Below are the questions which were posed and the number responding to each, along with a few representative responses (comments and/or given suggestions) by the participants.

"Vocational Education on the Air"

I listen to the program 7 regularly; 60 often; 104 seldom; 79 never
I find the program to be 113 interesting; 53 of some interest; 6 of little interest
I would be willing to appear on the program 117 yes; 86 no
I have sent a card or letter to the local station thanking them for carrying the program, which they do without charge 10 yes; 196 no
The program is carried while I am in school so I do not hear it often. My opinion is that it is 119 well received in our community; 16 not well received in our community. (Many of the respondents indicated they didn't know or have any opinion concerning this.)

Other comments and/or suggestions:
- Was not aware of programs existence (many similar responses)
- It needs more publicity - I should help here
- I don't know that many are aware of it in our area
- Change the ending
- I am not familiar with these programs. I am new to the area.
- Wish I could hear all of them.
- I have appeared on the program and received many favorable comments.
- If it is carried in our community, I'm not aware of it.
- People are familiar with the program

- Good
- It's surprising to find out who listens.
- I don't know when it's on or what station. (many similar responses)
- Most of the programs I have heard involve interviews of professional people in vocational education. I think that other people such as businessmen, housewives, and others could be interviewed.
- Interviewing students might be of widespread interest
- I heard about this program for the first time last week from some parents at an informational meeting for a new vocational program. They spoke highly of it.
- I doubt that many pay much attention to it.
- Announce to us what stations these appear on so we can publicize them locally
- So short and rushed! Narrator over-powering, let guest talk more
- It should be made more visible
- It doesn't seem, at times, to be long enough to really learn too much, either about the person or the activity
- I would recommend that "Vocational Education on the Air" be on at more strategic times
- It is a good program and is helpful
- I feel any program that promotes vocational education and that directs attention as to what is happening in education is well worthwhile
- Should be promoted to a greater extent
- Have heard many favorable comments from folks in both North Dakota and Montana
- People comment on the program and seem fairly impressed
- Good public relations for vocational programs
- Continue program
- Have vocational students from various high school programs appear on your program
- Copies of the program should be mailed out

"Audio-Visual Materials"

I 203 am; 49 am not aware of this service which is provided.
To what extent have you utilized the audio visual materials available through the State Board for Vocational Education. 56 regularly; 41 often; 72 seldom; 61 never
How effective are these materials in supplementing your vocational curriculum.
82 very effective; 81 somewhat effective; 9 not effective

Recommendations for improvement of this service:

- More materials
- Some materials need to be updated (many similar responses)
- Notification of new materials on a regular basis (many similar responses)
- Have no listing of these materials
- Greater variety
- I have never used them yet
- I rely on them often
- It's very good - nice addition to the classroom presentation
- Keep it up
- Availability
- Need more films in my technical area
- Very well done
- Make it known to teachers; greater awareness
- More copies - seems like I can never get the materials when it fits in my lesson plans
- Excellent
- Allow for ordering in the spring for the following school year

- Good selection - I hope new materials will continue to be added as they are available
- Great service - their promptness is unreal! I have used this service a great deal and appreciate it very much in enriching course content.
- More accompanying literature besides script
- Very well organized - catalog easy to use. Teachers should get order forms rather than administrators. I've never seen order form, I use a letter.
- Hard to coordinate so that materials are there at the right time - limited time of keeping materials is partly the cause of this.
- More information
- Make listing available (many similar responses)
- Send list to all departments

* * * * *

The remaining pages of this report are devoted to that portion of the conference in which the participants attended their respective program area sessions. For each of the five areas - Vocational Agribusiness & Natural Resources, Distributive Education, Vocational Home Economics, Office Education and Trade, Technical and Health Education - there is an overview of the activities, including presentations, work sessions, meetings, etc., scheduled within the respective program area sessions. Also, information regarding the evaluation of the program area sessions is presented.

The number of participants registered in each of the program areas were as follows: Vocational Agribusiness and Natural Resources (101); Distributive Education (36); Vocational Home Economics (146); Office Education (69); and Trade, Technical and Health Education (64).

VOCATIONAL AGRIBUSINESS AND NATURAL RESOURCES

The Vocational Agribusiness and Natural Resources sectional opened Monday morning with the meeting for 21 instructors who were teaching for the first time in North Dakota. State Supervisor, Don Erickson, Assistant Supervisor, Norbert Mayer and NDVAA Officers, Quentin Christman and Jim Nayes conducted this session. Topics covered were: (a) Welcome to the profession and your professional association (b) The first day of school (c) Your teaching program (d) Getting the FFA off the ground (e) Try to be a complete teacher, yet work from strength (f) State report forms, why we have them, how you should complete them (g) On being a professional teacher (h) Conducting adult education programs.

The NDVAA executive committee met on Monday morning to review plans for the week's activities and the program of activities for the year. NDVAA activities included: (a) Golf tournament (b) Bowling tournament (c) Horseshoe tournament for all service areas (d) Stag smorgasbord (e) Association business meeting (f) Fellowship dinner.

The first general session for all Vocational Agribusiness and Natural Resources instructors was keynoted by Dr. Harold Binkley from the University of Kentucky. Dr. Binkley related what they have done in Kentucky to provide specific instruction for individual student needs. A workshop was then conducted for North Dakota instructors using the Kentucky materials on a trail basis during 1973-74.

Shubel Owen, Professor of Agricultural Education at NDSU, gave a progress report on the "North Dakota Agribusiness and Natural Resources Curriculum Guide," developed this past summer. The morning session concluded with the presentation "All the Wheels on the Wagon" by professors Owen and Priebe and supervisors Erickson and Mayer. The presentation stressed that a total program consists of classroom instruction, ag mechanics instruction, supervised occupational experiences and a leadership development program.

Paul Rasmussen, Administrator of the Farmers Home Administration, opened the Wednesday afternoon program with an explanation of "The FHA Rural Loan Program." The FHA will loan money to youth living in communities of 10,000 or less for purchasing machinery, livestock, etc. to be used as part of their supervised occupational experience program.

For the balance of Wednesday afternoon the instructors were split into four groups and attended presentations on: (a) The placement of student learners for Supervised Occupational Experience - Bob Kelly, Federal Wage and Hour Laws and Al Thompson, State Labor Department. (b) Post secondary education in Agribusiness and Natural Resources - Harley Schlichting, UND-Williston, Allen Dockter, Bismarck Junior College, Mike Deplazes, Lake Region Junior College and Dave Aarhus and Don Vick, NDSU-Bottineau. (c) Career Education for Your Students - Harry Weisenberger, State Board for Vocational Education. (d) Supervised Occupational Experience Program Visitation and Supervision - Don Erickson, State Supervisor.

Each presentation was repeated four times. Secondary, post secondary and adult sectional meetings were held on Thursday morning with the NDVAA business meeting convening on Thursday afternoon.

Secondary instructors heard a progress report on the development of a policy statement for a reimbursable program in agribusiness and natural resources education by Don Erickson. The balance of the morning was devoted to small group sessions on: (a) Annual Program Planning and Reporting - Larry Selland and Reuben Guenthner, State Board for Vocational Education (b) Planning and Conducting a Cooperative Education Program - Elroy Rostberg, Kindred High School (c) Supervised Occupational Experience and FFA Chapter Records - Don Erickson. Each presentation was repeated three times.

Post secondary instructors discussed "Preparing Students for Employment in Sales and Services Occupations" with Jim Guderyon of the Farmers Union Central Exchange and then moved on to "Rap" sessions on: (a) Recruitment of students in Agricultural Education (b) Common Nomenclature for post secondary programs (c) How can NDVAA serve the needs of post secondary and adult instructors?

Adult instructors reviewed with Norbert Mayer the policy statement for reimbursable adult programs. Les Gullickson, BJC Farm Management Education, as the Basic Adult Instructional Program. Albert Moore of the State Approving Agency, served as a resource specialist on Veterans Farm Cooperative Training Programs.

The conference closed on Friday morning with the secondary instructors discussing plans for the 1973-74 FFA and Vocational Agriculture activities (contests, awards, calendar of events, etc.)

The adult and post secondary instructors turned their attention to the Farm Business Management Education Program. John Murray, Jackson, Minnesota relayed how the program has operated in their state and Dr. Priebe then related how the program was initiated in North Dakota and gave a status report. Steps to implementing an adult program were discussed by Norbert Mayer, State Board and the group then went on to discuss problems in general which relate to adult and post secondary instruction.

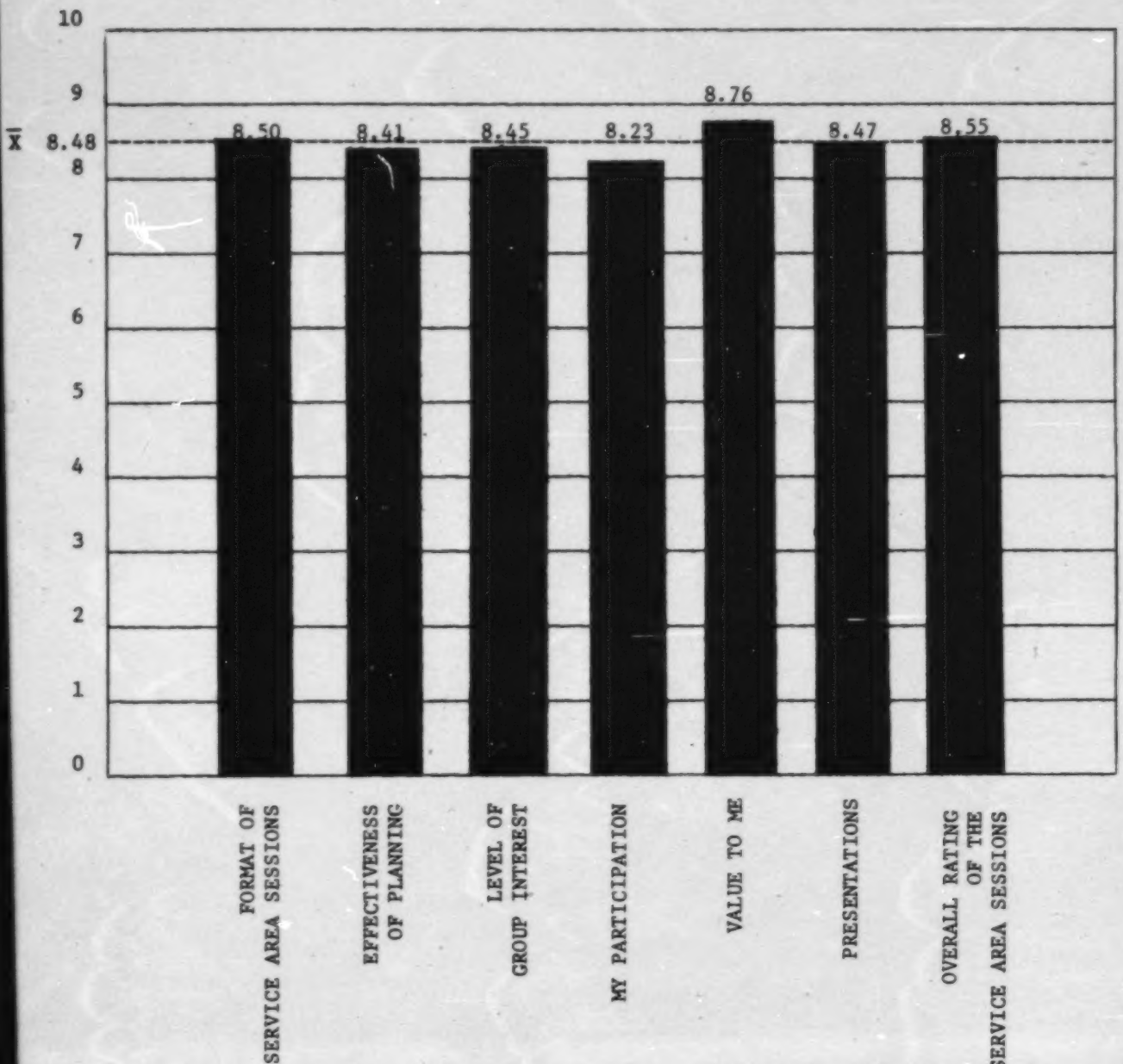
Vocational Agribusiness and Natural Resources Sessions Evaluation

The chart on the following page shows the results of the evaluation made by the 59 participants, who returned evaluation forms, on various aspects of the Vocational Agribusiness and Natural Resources sessions. The results which were obtained on a 10-point scale ranging from a +5(high) to a -5(low) are as follows: Format of Service Area Sessions - 8.50; Effectiveness of Planning - 8.41; Level of Group Interest - 8.45: My Participation - 8.23; Value to Me - 8.76; Presentations - 8.47; Overall Rating of the Service Area Sessions - 8.55. The mean determined for all categories was 8.48.

Vocational Agribusiness & Natural Resources
Results of the Service Area Sessions Evaluation

(administered at the end of the service area sessions)

**Based on 59 returned evaluation forms and charted on a 10-point scale.



The following are some additional statistics concerning the vocational agribusiness and natural resources evaluations which may make the graph on the preceding page somewhat more meaningful. These figures and percentages are based on the 59 evaluations which were returned. Also, the scale on the instrument which was used ranged from a +5(high) to a -5(low).

Format of Service Area Sessions

51 participants or 86.4% rated the Format of the Service Area Sessions a +3 or higher
8 participants or 13.6% rated the Format of the Service Area Sessions between a +2 and -2
0 participants or 0 % rated the Format of the Service Area Sessions a -3 or lower

Effectiveness of Planning

50 participants or 84.7% rated the Effectiveness of Planning a +3 or higher
9 participants or 15.3% rated the Effectiveness of Planning between +2 and -2.
0 participants or 0 % rated the Effectiveness of Planning a -3 or lower

Level of Group Interest

49 participants or 84.5% rated the Level of Group Interest a +3 or higher
9 participants or 15.5% rated the Level of Group Interest between +2 and -2
0 participants or 0 % rated the Level of Group Interest a -3 or lower

My Participation

41 participants or 73.2% rated My Participation a +3 or higher
15 participants or 26.8% rated My Participation between a +2 and -2
0 participants or 0 % rated My Participation a -3 or lower

Value to Me

51 participants or 87.9% rated Value to Me a +3 or higher
7 participants or 12.1% rated Value to Me between +2 and -2
0 participants or 0 % rated Value to Me a -3 or lower

Presentations

49 participants or 86.0% rated Presentations a +3 or higher
8 participants or 14.0% rated Presentations between +2 and -2
0 participants or 0 % rated Presentations a -3 or lower

Overall Rating of Service Area Sessions

50 participants or 86.2% rated the Overall Rating of Service Area Sessions +3 or higher
8 participants or 13.8% rated the Overall Rating of Service Area Sessions between +2 and -2
0 Participants or 0 % rated the Overall Rating of Service Area Sessions -3 or lower

The following responses were tabulated relative to the below listed items:

My preference for future conferences is:

21 Continue with All-Service Conferences
20 Go back to separate individual service area conferences
18 All-Service Conference on alternate years

My preference for having the summer conference is:

5 early June; 6 late June; 5 early July; 9 late July; 29 early August; 5 late August

DISTRIBUTIVE EDUCATION

Wednesday, August 22 at 8 a.m. began the first Distributive Education sectional meeting. Jim Wright, BJC Coordinator and president of the North Dakota Distributive Education Teachers presided. New resource materials were distributed and explained by the Distributive Education Supervisor.

Presentations followed by questions were made by: Mr. Harry Weisenberger - topic Career Education; Dr. Don Eshelby - topic Current Research Opportunities; Mr. Paul Bursik and Mr. Don Kemp from Northwestern Bell - topic Marketing and Advertising.

Beginning Wednesday afternoon at 1 o'clock and concluding Thursday noon, a very excellent, concise and complete workshop was presented by Dr. William D. Woolf from Utah State University. The title "Really Meeting Students Individual Needs in Careers of Marketing and Distribution" describes the workshop exactly. Although the workshop took only a total of 10 hours, there is no doubt a lasting understanding was communicated to the 31 Distributive Education and 5 Diversified Occupations coordinators attending.

Thursday afternoon a fine presentation followed by questions and distribution of materials made by Jim Floyd, Industrial Specialist for the Small Business Administration. The title of his presentation was "Resources Available and Small Business Administration Opportunities for Distributive Education."

The conference concluded with a business meeting and election of new officers for the North Dakota Vocational Association affiliated group of Distributive Education Teachers. The new officers of the North Dakota Distributive Education Teachers Association are as follows: President - Dennis Johnson, Grafton, ND; Vice President - Jim Stai, Devils Lake, ND; Secretary - Loren Zimmer, Bottineau, ND; Treasurer - Arlie Burgess, Bismarck, ND; Host - Rod Roaldson, Jamestown, ND.

The evaluation of the conference indicated high attainment of the conference objectives.

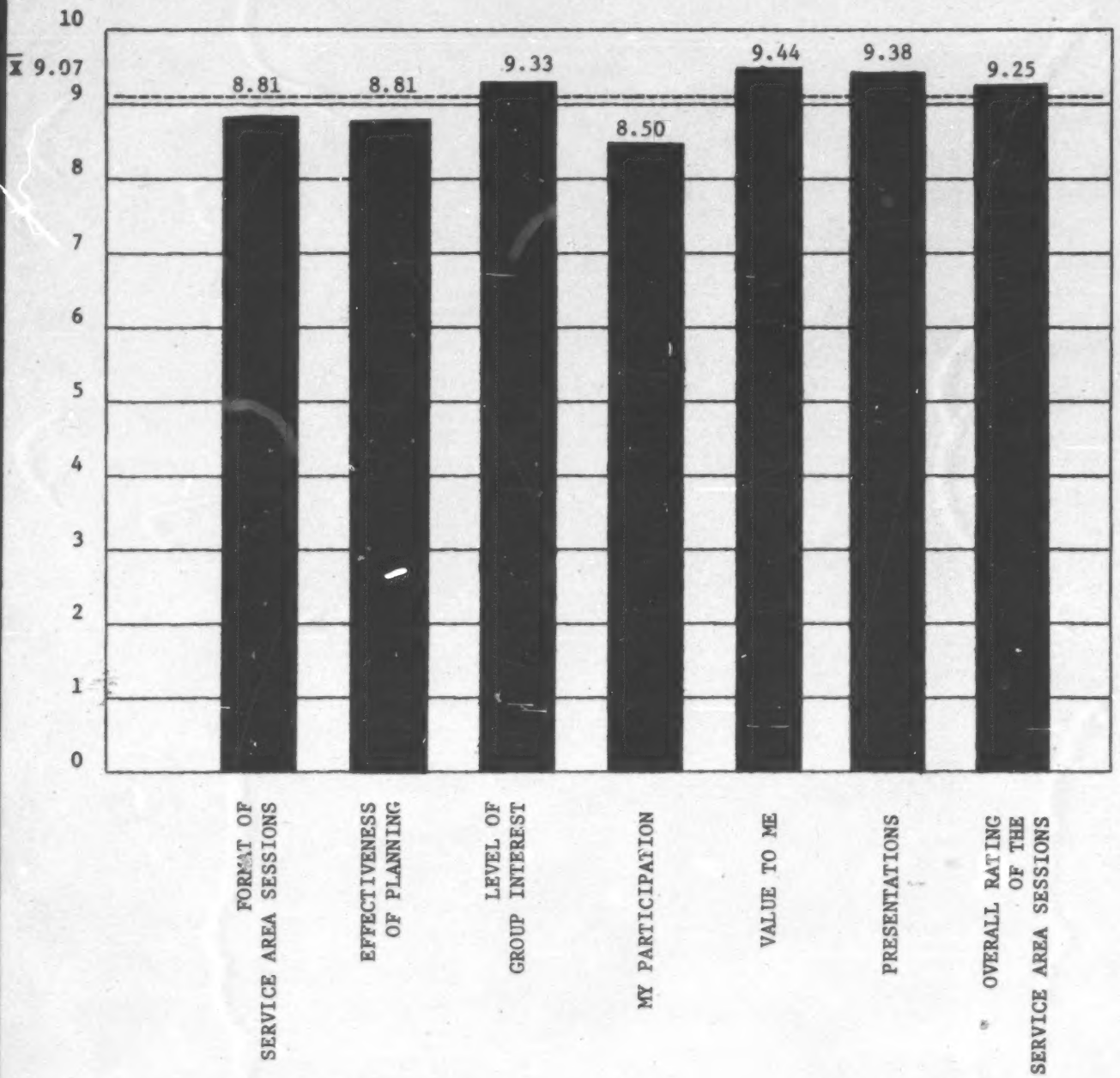
Distributive Education Evaluation

The chart on the following page shows the results of the evaluation made by the 16 participants, who returned evaluation forms, on various aspects of the Distributive Education sessions. The results which were obtained on a 10-point scale ranging from a +5(high) to a -5(low) are as follows: Format of Service Area Sessions - 8.81; Effectiveness of Planning - 8.81; Level of Group Interest - 9.33; My Participation - 8.50; Value to Me - 9.44; Presentations - 9.38; Overall Rating of the Service Area Sessions - 9.25. The mean determined for all categories was 9.07.

Distributive Education
Results of the Service Area Sessions Evaluation

(administered at the end of the service area sessions)

**Based on 16 returned evaluation forms and charted on a 10-point scale.



The following are some additional statistics concerning the Distributive Education evaluations which may make the graph on the preceding page somewhat more meaningful. These figures and percentages are based on the 16 evaluations which were returned. Also, the scale on the instrument which was used ranged from a +5(high) to -5(low).

Format of Service Area Sessions

15 participants or 93.8% rated the Format of Service Area Sessions a +3 or higher
1 participant or 6.2% rated the Format of Service Area Sessions between +2 and -2
0 participants or 0 % rated the Format of Service Area Sessions a -3 or lower

Effectiveness of Planning

15 participants or 93.8% rated the Effectiveness of Planning a +3 or higher
1 participant or 6.2% rated the Effectiveness of Planning between +2 and -2
0 participants or 0 % rated the Effectiveness of Planning a -3 or lower

Level of Group Interest

16 participants or 100% rated the Level of Group Interest a +3 or higher
0 participants or 0% rated the Level of Group Interest between +2 and -2
0 participants or 0% rated the Level of Group Interest a -3 or lower

My Participation

14 participants or 87.5% rated My Participation a +3 or higher
2 participants or 12.5% rated My Participation between +2 and -2
0 participants or 0 % rated My Participation a -3 or lower

Value to Me

15 participants or 93.8% rated Value to Me a +3 or higher
1 participant or 6.2% rated Value to Me between +2 and -2
0 participants or 0 % rated Value to Me a -3 or lower

Presentations

16 participants or 100% rated the Presentations a +3 or higher
0 participants or 0% rated the Presentations between +2 and -2
0 participants or 0% rated the Presentations a -3 or lower

Overall Rating of Service Area Sessions

16 participants or 100% rated the Overall Rating of Service Area Sessions a +3 or higher
0 participants or 0% rated the Overall Rating of Service Area Sessions between +2 and -2
0 participants or 0% rated the Overall Rating of Service Area Sessions a -3 or lower

The following responses were tabulated relative to the below listed items:

My preference for future conferences is:
8 Continue with All-Service Conferences
1 Go back to separate individual service area conferences
6 All-Service Conferences on alternate years

My preference for having the summer conference is:
0 early June; 0 late June; 0 early July; 2 late July; 3 early August; 8 late August

VOCATIONAL HOME ECONOMICS

Monday morning, August 20, was the first half-day session for 33 first-year teachers and those teaching in North Dakota for the first time. JoAnne DeMars, Williston, beginning teacher representative on the State Planning Committee, presided.

Superintendent Virgil Erdelt, Steele, gave helpful tips and answered questions related to teachers' conduct with students, with co-workers, and with the community.

Talks followed by questions were given by four first-year vocational home economics teachers on "The First Day of School", "The Advisory Committee and Adult Education", "Work Experiences", and "Keeping Financial Records for the Home Economics Program".

The state supervisors distributed and discussed briefly the yearly report forms and the new Policy Manual for Vocational Home Economics Programs in North Dakota.

Jean McGrath, Magic City Campus, Minot, was elected to replace JoAnne DeMars as first-year teacher on the State Planning Committee for 1973-74.

Opening Doors through Family Living was the theme of the home economics section meetings. This two-day session was attended by 145 vocational home economics teachers, 5 non-vocational teachers, 10 teacher educators and 11 guests. Sixty different teachers had an assigned leadership role on the program.

Dr. George Rowe, Chairman of Child Development and Family Relations, North Dakota State University, was the conference consultant. In his opening talk on Trends in Family Living, he discussed structural and functional changes in the family, causes of these changes, and implications for teachers. He urged teachers to keep up-to-date with current teaching materials and to make friends with students and expose students to experiences with all ages of persons. He gave teachers a bibliography of Family Living Resources.

Dr. Rowe led a panel discussion composed of two 12th-grade Minot boys and two senior girls from Linton and Elgin. The topic was "What are Concerns of Youth in Relation to Changing Values in Family Living?". Three questions were asked each panel member: How do you view your parents' marriage and your present family life? Would you discuss your future marital and vocational plans? How can home economics teachers help you now? Following the formal answering of these questions, Dr. Rowe and teachers posed many questions to the panel.

The administrative view of teaching Family Living was presented in a symposium by Dr. Rowe; Dr. Latimer, Minot; Leonard Stock, Mandan; and Majore Lovering, state supervisor.

Wednesday afternoon concluded with small group sessions of the teachers; from these came questions on Family Living which were answered by Dr. Rowe.

On Thursday, all participants were divided into 15 groups which discussed the topic "What Techniques and Materials Have Been Effective in Teaching Family Living?". Each leader prior to the conference had sent a device she'd found effective to the state office; a compilation of these was mimeographed and distributed to each conference participant.

Karen Botine, Assistant State Supervisor, assisted by three teachers who attended the National Future Homemakers of America Convention in 1973, demonstrated the various steps in making use of "IMPACT" for program action planning. This included identifying concerns and issues related to individual, family, job/career or community; narrowing concerns and identifying resources to develop them into a project; determining what the project may accomplish; deciding what needs to be done and formulation of a plan for carrying out activities; action; and evaluation. Following each demonstration, each small group repeated the step. This method of action planning can be used in planning class activities as well as FHA activities.

The afternoon program included a presentation on Program Planning, Reporting, and Evaluation by the two state supervisors; a business meeting of the Vocational Home Economics Teachers Association; and a demonstration by seven beginning teachers on "Ideas for Teaching Family Living." These had been developed as part of a methods class taught by Helen Cavanaugh, College of Home Economics, NDSU, this past year.

Officers elected for the Vocational Home Economics Teachers Association for 1973-74 are: Mrs. Cleo Roster, Beach - President; Mrs. Audrey Erickson, Bowman - President-Elect; Mrs. LaDonna Elhardt, Minot - Vice President; Mrs. JoAnne DeMars, Williston - Secretary; Mrs. Sandra Shelton, West Fargo - Assistant Secretary

Revision in the bylaws of the association was approved; the changes as results of vote are: (1) The name State Advisory Committee will replace State Planning Committee. (2) Two lay members will be appointed to the State Advisory Committee in addition to the nine elected members and co-state FHA advisor. (3) The president-elect will serve as chairman of the legislative committee.

Two new members elected to the Advisory Committee were Mrs. JoAnn Bauer, Harvey and Mrs. Jean Wimpfheimer, Grand Forks to serve 1973-76.

At the two noon luncheons, there were short presentations on the following: Opening Doors to Teaching the Disadvantaged by Mrs. Karen Lundstrom, NDSU. Each teacher received seven curriculum units developed by Mrs. Lundstrom in the areas of Consumer Education and Interpersonal Relations; Opening Doors to Career Education in Home Economics by Mrs. Doris Zielsdorf, Dickinson and five teachers who attended Career Education workshops this past summer. Career Activity Guides in Home Economics were distributed to all conference participants; Opening Doors to Resources Through Utility Companies by Mrs. Jeanine Germain, Bismarck MDU, and Irene Johnson, Jamestown Otter Tail Power Company; Opening Doors to Resources from North Dakota Porkette Association by Darcy Maixner, New England.

The evaluation of the conference indicated high attainment of the following conference objectives: As a result of participating in this conference, each home economist will (1) identify and carry out activities related to newer trends in teaching family living (2) plan career education activities as a part of the units taught at each level (3) use some of the instructional materials developed for teaching disadvantaged students (4) accept responsibility to help FHA'ers develop their program related to concerns of youth (5) assume increased responsibility in the role of being a professional vocational educator.

Vocational Home Economics
Results of the Service Area Sessions Evaluation

(administered at the end of the service area sessions)

** Based on 133 returned evaluation forms (103 Experienced Teachers, 30 New Teachers) Reported by number of responses in each category for both experienced teachers (ET) and new teachers (NT) and percentage of total responses.

	I got lots of ideas I can use this year.	I got some new ideas.	This was not helpful to me.
1. Trends in Family Living - Dr. George Rowe	72 ET (71.3%) 14 NT (46.7%)	28 ET (27.7%) 15 NT (50.0%)	1 ET (1.0%) 1 NT (3.3%)
2. Panel: What Are Concerns of Youth in Relation to Changing Values in Family Living?	60 ET (60.0%) 22 NT (73.4%)	39 ET (39.0%) 7 NT (23.3%)	1 ET (1.0%) 1 NT (3.3%)
3. Symposium: How Does an Administrator View the Teaching of Family Living?	17 ET (17.2%) 7 NT (24.1%)	69 ET (69.7%) 20 NT (69.0%)	13 ET (13.1%) 2 NT (6.9%)
4. Small Group Discussion: What Techniques and Materials Have Been Effective in Teaching Family Living?	48 ET (48.0%) 15 NT (51.7%)	49 ET (49.0%) 13 NT (44.8%)	3 ET (3.0%) 1 NT (3.5%)
5. Stretch Student Learning Opportunities Through Use of IMPACT	32 ET (32.7%) 12 NT (41.4%)	55 ET (56.1%) 16 NT (55.2%)	11 ET (11.2%) 1 NT (3.4%)
6. Demonstration: Fresh Ideas in Teaching Family Living	71 ET (81.6%) 23 NT (85.2%)	16 ET (18.4%) 4 NT (14.8%)	0 ET (0%) 0 ET (0%)

Do you favor an all-service vocational education conference again next year?

Experienced teachers -- Yes-90 (95.7%); No-4 (4.3%)
New teachers -- Yes-23 (88.5%); No-3 (11.5%)

OFFICE EDUCATION

A potpourri of information and inspiration for office education coordinators was presented during the office education sectional meeting of the Third Annual All-Service Conference. From the dynamic talk by Mr. Robert Kelly on the Federal Wage and Hour Laws affecting North Dakota office education programs to the final report by the research coordinator, the coordinators were enthralled in this valuable inservice training for teachers funded under the Educational Professional Development Act and the local school districts.

Mr. Kelly spoke on Federal Wage and Hour guidelines and each coordinator was presented with the rules and regulations regarding the use of federal learner certificates and the fact that higher wage orders under North Dakota state law may be applicable.

At the business section, Mr. Moine Gates was elected president; Marvin Dietz, president-elect; Mr. Ed Beyer, treasurer; and Mrs. Anita Decker, secretary.

The North Dakota Occupational Models were distributed and presented to all participants. This three year exemplary project developed these occupational models based on North Dakota offices for use in North Dakota secondary office education programs.

Also presented and distributed was the Third phase of the Office Education Coordinator's Manual. This tremendous manual developed by Dr. Dale Atwood and Miss Doris Slaaten covers all areas of coordinating an office education program.

The highlight of the entire conference was the presentation of Mr. E. E. Wanous, Executive Vice President of South-Western Publishing Company, who presented a practical approach to the teaching of Data Processing for North Dakota Secondary and Post secondary Office Education Programs.

Certainly sharing of Ideas, Problems, and Projects by the coordinators was of value as was the excellent presentations of the State Board for Vocational Education Professional Staff.

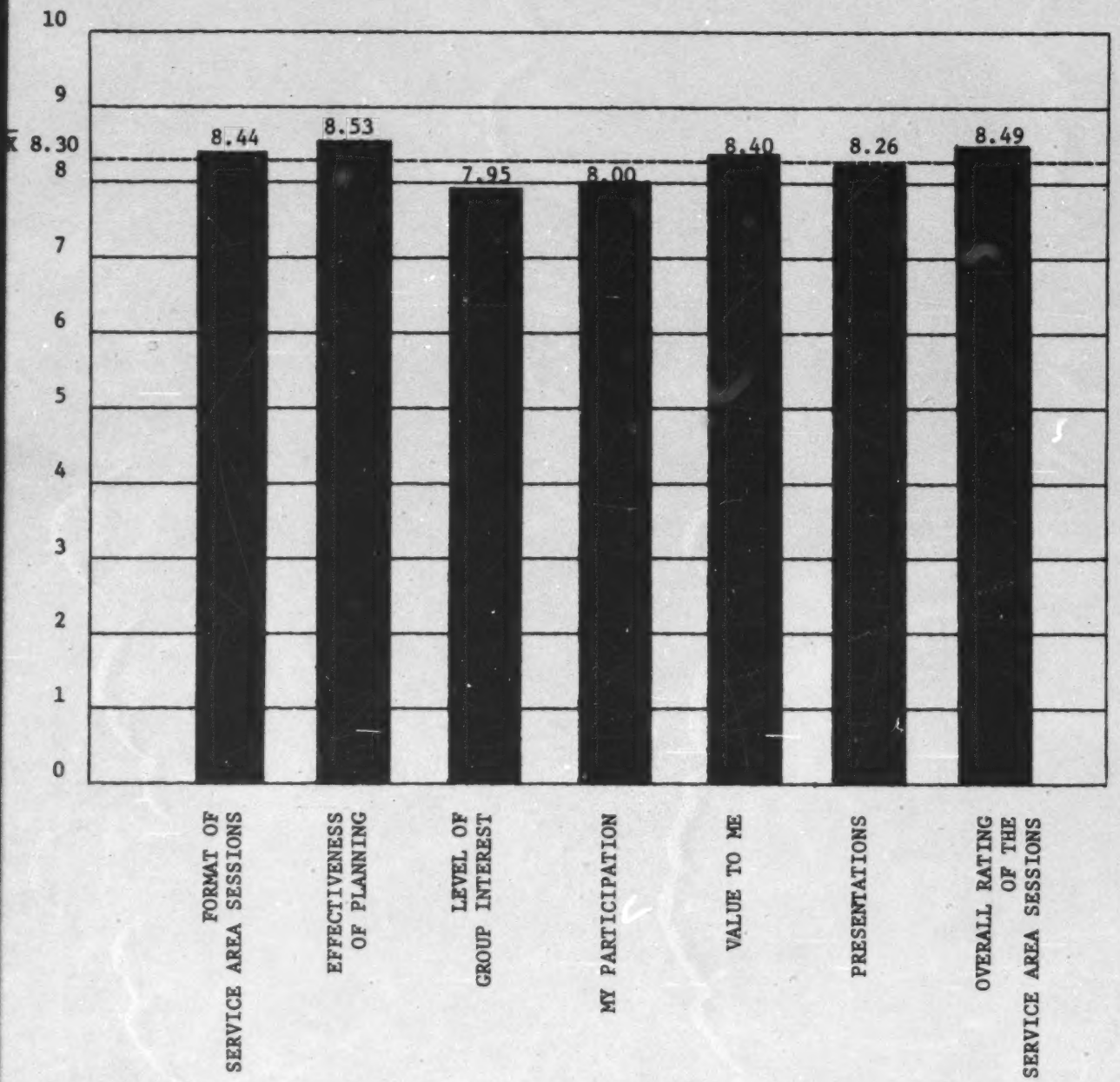
Office Education Evaluation

The chart on the following page shows the results of the evaluation made by the 44 participants, who returned evaluation forms, on various aspects of the Office Education sessions. The results which were obtained on a 10-point scale ranging from a +5(high) to a -5(low) are as follows: Format of Service Area Sessions - 8.44; Effectiveness of Planning - 8.53; Level of Group Interest - 7.95; My Participation - 8.00; Value to Me - 8.40; Presentations - 8.26; Overall Rating of the Service Area Sessions - 8.49. The mean determined for all categories was 8.30.

Office Education
Results of the Service Area Sessions Evaluation

(administered at the end of the service area sessions)

** Based on 44 returned evaluation forms and charted on a 10-point scale.



The following are some additional statistics concerning the Office Education evaluations which may make the graph on the preceding page somewhat more meaningful. These figures and percentages are based on the 44 evaluations which were returned. Also, the scale on the instrument which was used ranged from a +5(high) to a -5(low).

Format of Service Area Sessions

38 participants or 88.4% rated the Format of the Service Area Sessions a +3 or higher
5 participants or 11.6% rated the Format of the Service Area Sessions between a +2 and -2
0 participants or 0 % rated the Format of the Service Area Sessions a -3 or lower

Effectiveness of Planning

38 participants or 88.4% rated the Effectiveness of Planning a +3 or higher
5 participants or 11.6% rated the Effectiveness of Planning between a +2 and -2
0 participants or 0 % rated the Effectiveness of Planning a -3 or lower

Level of Group Interest

35 participants or 81.4% rated the Level of Group Interest a +3 or higher
7 participants or 16.3% rated the Level of Group Interest between a +2 and -2
1 participant or 2.3% rated the Level of Group Interest a -3 or lower

My Participation

30 participants or 69.8% rated My Participation a +3 or higher
12 participants or 27.9% rated My Participation between +2 and -2
1 participant or 2.3% rated My Participation a -3 or lower

Value to Me

35 participants or 81.4% rated Value to Me a +3 or higher
7 participants or 16.3% rated Value to Me between +2 and -2
1 participant or 2.3% rated Value to Me a -3 or lower

Presentations

34 participants or 79.1% rated the Presentations a +3 or higher
9 participants or 20.9% rated the Presentations between +2 and -2
0 participants or 0 % rated the Presentations a -3 or lower

Overall Rating of Service Area Sessions

39 participants or 90.7% rated the Overall Rating of Service Area Sessions a +3 or higher
4 participants or 9.3% rated the Overall Rating of Service Area Sessions between +2 and -2
0 participants or 0 % rated the Overall Rating of Service Area Sessions -3 or lower

The following responses were tabulated relative to the below listed items:

My preference for future conferences is:

32 Continue with All-Service Conferences
3 Go back to separate individual service area conferences
8 All-Service Conference on alternate years

My preference for having the summer conference is:

2 early June; 0 late June; 0 early July; 0 late July; 5 early August; 34 late August

TRADE, TECHNICAL AND HEALTH EDUCATION

The summer conference for Trade, Technical and Health education was totally based on three points, these are as follows: give an overview of individualized instruction; to explain, illustrate and involve the participants in writing measurable performance objectives; and to give an explanation of how to organize and develop individual learning packages.

The professional staff members of Upper Midwest Area Manpower Institute for Development of Staff conducted the all-service workshop for trade, technical and health education at Bismarck Junior College. The staff members included Miss Grace Gallegos, Mr. Ed Lue and Ms. Pat Phippeny. The staff members from AMIDS opened the workshop with an overview of what they were going to accomplish during the two days designated for trade, technical and health education.

Miss Gallegos opened the workshop with an explanation of how she was going to conduct the inservice training, gearing it towards each individual in the classroom. She explained how individualized instruction can help each individual in the classroom. She provided each instructor with sample copies of curriculum involving individualized instruction which might be of benefit in their particular curriculum area. Each instructor had the opportunity to work individually on writing the measurable performance objectives. They also participated in large and small groups working with different curricula.

The first phase of the summer conference was a success in terms of the instructors being able to carry out their assignments in writing the measurable objectives for their curriculum area. The final phase of the workshop was to help each instructor with the development and organization of individual learning packages. The instructors not only had the opportunity to help organize their own curriculum in individual learning packages, they also helped new instructors organize their teaching material. The AMIDS staff also furnished many of the instructors with sample curriculum which would be adaptable to their particular program or at least could be used as a supplement to what they were already using.

In summing up the total conference, we would have to say the AMIDS staff did a professional job in performing their duties and responsibilities in having each of the participants capable of writing measurable performance objectives and to have an idea or to be able to organize individual learning packages.

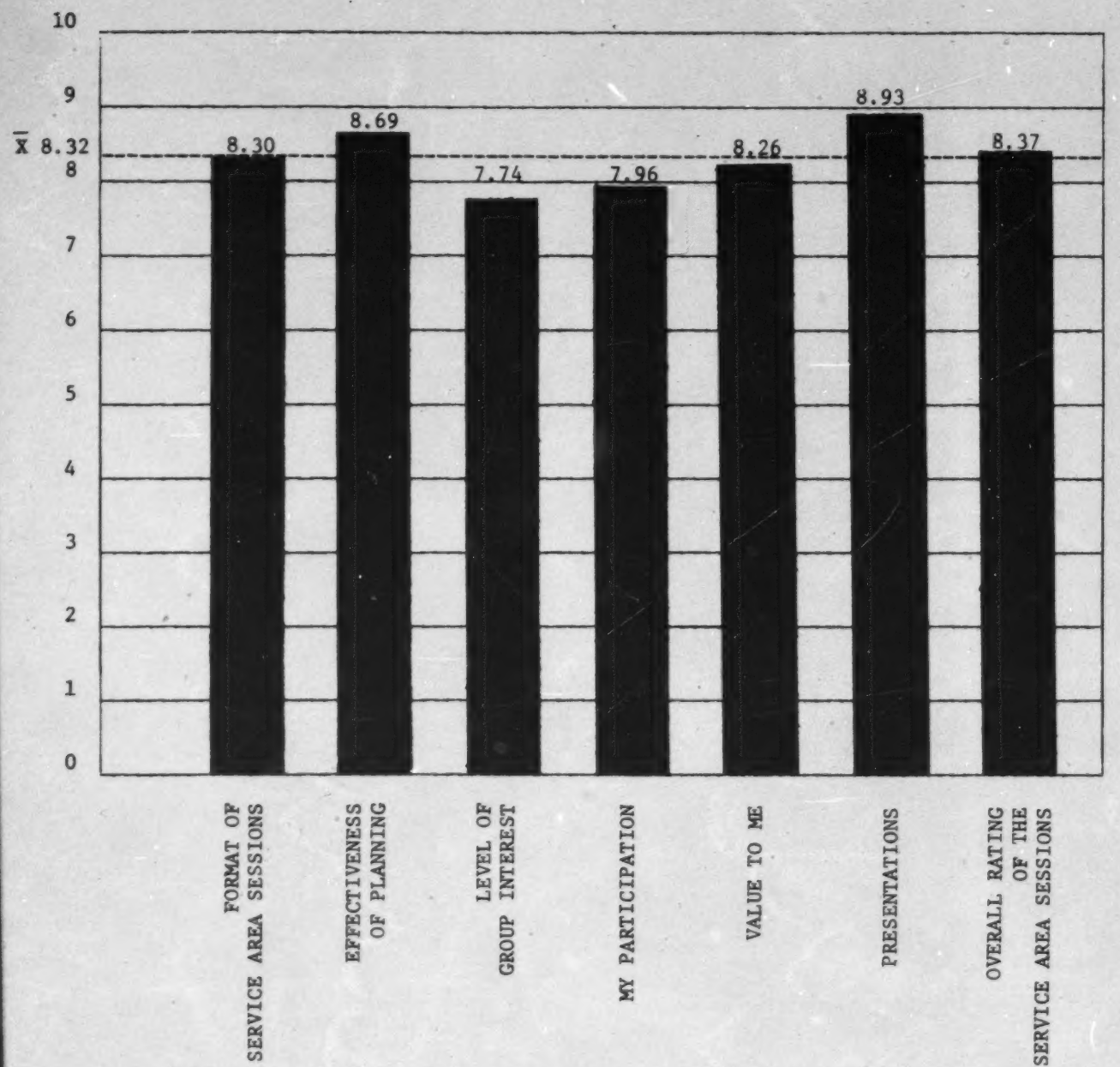
Trade, Technical and Health Education Sessions Evaluation

The chart on the following page shows the results of the evaluation made by the 54 participants, who returned evaluation forms, on various aspects of the Trade, Technical and Health Education sessions. The results which were obtained on a 10-point scale ranging from a +5(high) to a -5(low) are as follows: Format of Service Area Sessions - 8.30; Effectiveness of Planning - 8.69; Level of Group Interest - 7.74; My Participation - 7.96; Value to Me - 8.26; Presentations - 8.93; Overall Rating of the Service Area Sessions - 8.37. The mean determined for all categories was 8.32.

Trade, Technical and Health Education
Results of the Service Area Sessions Evaluation

(administered at the end of the service area sessions)

** Based on 54 returned evaluation forms and charted on a 10-point scale



The following are some additional statistics concerning the Trade, Technical and Health Education evaluations which may make the graph on the preceding page somewhat more meaningful. These figures and percentages are based on the 54 evaluations which were returned. Also, the scale on the instrument which was used ranged from a +5 (high) to a -5(low).

Format of Service Area Sessions

41 participants or 75.9% rated the Format of Service Area Sessions a +3 or higher
13 participants or 24.1% rated the Format of Service Area Sessions between +2 and -2
0 participants or 0 % rated the Format of Service Area Sessions a -3 or lower

Effectiveness of Planning

48 participants or 88.9% rated the Effectiveness of Planning a +3 or higher
6 participants or 11.1% rated the Effectiveness of Planning between +2 and -2
0 participants or 0 % rated the Effectiveness of Planning a -3 or lower

Level of Group Interest

31 participants or 57.4% rated the Level of Group Interest a +3 or higher
23 participants or 42.6% rated the Level of Group Interest between a +2 and -2
0 participants or 0 % rated the Level of Group Interest a -3 or lower

My Participation

40 participants or 75.5% rated My Participation a +3 or higher
12 participants or 22.6% rated My Participation between a +2 and -2
1 participant or 1.9% rated My Participation a -3 or lower

Value to Me

43 participants or 79.6% rated Value to Me a +3 or higher
9 participants or 16.7% rated Value to Me between +2 and -2
2 participants or 3.7% rated Value to Me a -3 or lower

Presentations

47 participants or 87.0% rated the Presentations a +3 or higher
7 participants or 13.0% rated the Presentations between a +2 and -2
0 participants or 0 % rated the Presentations a -3 or lower

Overall Rating of Service Area Sessions

43 participants or 79.6% rated the Overall Rating of Service Area Sessions a +3 or higher
11 participants or 20.4% rated the Overall Rating of Service Area Sessions between +2 and -2
0 participants or 0 % rated the Overall Rating of Service Area Sessions a -3 or lower

The following responses were tabulated relative to the below listed items:

My preference for future conferences is:
44 Continue with All-Service Conference
5 Go back to separate individual service area conferences
4 All-Service Conference on alternate years

My preference for having the summer conference is:
9 early June; 3 late June; 1 early July; 3 late July; 11 early August; 25 late August

The following is a compilation of the responses tabulated relative to the preferences indicated by the participants concerning future conferences. The responses from the Vocational Home Economics instructors are not included in this compilation because their responses were obtained in a different format than the other program areas. The responses from the Vocational Home Economics instructors are shown separately.

My preferences for the future conferences is:

105 (61.8%) Continue with All-Service Conference

29 (17.1%) Go back to separate individual service area conferences

36 (21.1%) All-Service Conference on alternate years

My preference for having the summer conference is:

16 (9.7%) early June	9 (5.5%) late June
6 (3.6%) early July	14 (8.5%) late July
48 (29.1%) early August	72 (43.6%) late August

Vocational Home Economics

Do you favor an All-Services Vocational Education Conference again next year?

Experienced teachers -- Yes-90 (95.7%); No-4 (4.3%)
New teachers -- Yes-23 (88.5%); No-3 (11.5%)